

Childhood Education

For the Advancement of Nursery-Kindergarten-Primary Education

With the Cooperation of the National Association for Nursery Education

DOROTHY E. WILLY, Editor

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Next Month—

■ "The Experience Method of Educating Teachers" by Dr. Frank E. Baker, President, State Teachers College, Milwaukee, Wisconsin. Dr. Baker's article is the second in a series on teacher education.

■ A Christmas story by Carolyn Sherwin Bailey.

■ "Christmas Festivals" by Mrs. Edith Wathen, Co-Director of Birch Wathen School, New York City. Mrs. Wathen describes the making of festivals.

■ "Contemporary Books for Children" by Eloise Ramsey, Professor of English, Teachers College, Detroit, Michigan. This is Dr. Ramsey's first article in the series, "Old Values and New Trends in Children's Literature."

THE EDITORS

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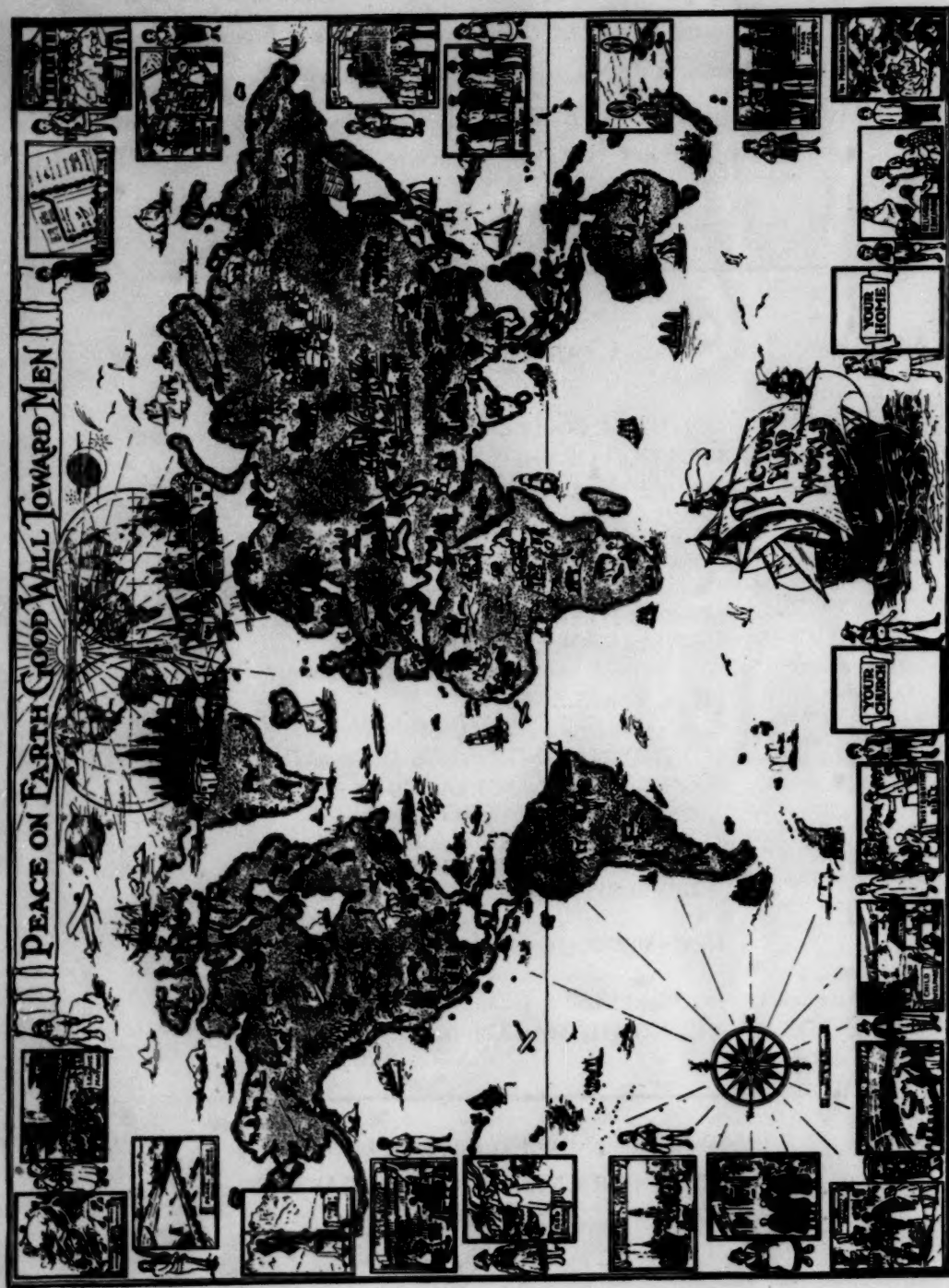
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Picture Map of the World

And it seems to me if I could know these men,
I should become attached to them as I do to men in my own lands.

Courtesy of Friendship Press

Journal of Peace for World

Editorial Comment

Can Children Be Educated for Peace?

FACED by a question thought can, perversely perhaps yet at times productively, turn initially to its opposite. A full quota of past and present experience demonstrates that children can be educated for war. There is a ceremony indelibly stamped once it has been seen; small children of a country, soberly planting a little tree, repeating the phrases that indicate how, as it takes root and grows, so shall their feeling against another nation and their strength until it will be possible to take back by force lost territory.

There is another picture that insistently comes into the focus of the question, and for which it was not necessary to go outside the United States: Wide-eyed children gathered around a holly-festooned counter featuring the latest in toy machine guns; an energetic saleslady inviting each one to "try and see how many you can kill"; a sturdy five-year-old answering for the group the question, "Whom do you want to kill?" with the quick, "We know, Lady, we want to kill the Japs." The education of children for war—or peace—begins in the forming of attitudes, the building of associations of hostility or friendship. It can be consciously shaped, as in the first instance, or it can be the unconscious product of thoughtlessness and lack of understanding.

IN CHILDHOOD education peace can be rooted; before it becomes a reality it must find its beginning there. Nothing can move more naturally, more charmingly than its development. Books that first bring close, then tell of the children of other lands, toys around which love and story gather are among the instruments. The simple need is that initial stress be put on similarities rather than differences: "Children with joys like you and me in other lands across the sea."

The book, *Children Around the World*, was given to a four-year-old who knew and loved the ocean. It was in her thought and talk "my ocean." In the book she found a picture of a charming little Chinese boy and was told he lived on the other side of the blue waters. The next day her request was, "May I take my little Chinese friend down to see *our* ocean?" It was William James who pointed out that the enlarging of the concept of patriotism, so basic to peace, is bound up in the broadening of the realm of the "I" and the "Mine."

The attitude of friendship for children of other lands, of interest in them, is the beginning of education for peace, the goal of what can be called its first phase. Picture books are not too early a start. In the interrelated world of today the sense and realization of other lands and peoples very soon—and too frequently disturbingly and destructively—enter into the experience of the child. At its best there is nothing forced or labored about constructive adjustment to them. There is natural unfolding, but, like anything else that matters in social building, it takes thought and care. The force working against it in this country has not been malice but carelessness and blindness to the importance of the problem.

BUILDING for peace is a need of formal education from the nursery school through the university, and one which is being met with varying degrees of success; it is also a problem of informal influences at least as significant—initially those of the home, later (yet so little later in present times) of the radio, the motion picture, the newspaper. That important second phase when attitudes of friendship come face to face with adult hostilities, the thrill of war portrayal, and problems, is a study in itself that can only be referenced here.

Children can be educated for peace. Of that psychology and experience leave no room for doubt. The question mark remains when *will* is substituted for *can*. It is set by the fact that the task requires widespread adult appreciation of the need, intelligence, attention and activity—to build constructively as attitudes are in the forming, to remove the destructive forces that assuredly educate for war.

GLADYS MURPHY GRAHAM

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Relation of the Social Security Act To Present-Day Problems of Childhood

KATHARINE F. LENROOT

WHAT are some of the present-day problems of childhood? They confront us at every turn. From the United States Bureau of the Census we learn from official statistics that the annual saving of infant lives was at a standstill in 1933 and that last year for the first time in many years, there was an increase in the infant mortality rate. From the New York Board of Education we learn that malnutrition, born of five years of depression, has rendered 135,000 children in the city's elementary schools too weak and undernourished to profit by attendance in regular classes. From studies such as that made not long ago by the Children's Bureau of 1,000 families of railroad employees, we may observe what happens to children when the family wage-earner, even though employed, suffers wage cuts and income reductions which reduce the family standard of living. From a survey such as that recently made by the Bureau of 259 relief and non-relief families in five cities we get a picture of the needs of children in which inadequate diets, lack of health and medical care, lack of recreation are but a few of the problems affecting the children of the families studied. And lest we comfort ourselves with the hope that these conditions are not sufficiently general or enduring to cause concern, we have ever with us the memory of that army of over 8,000,000 children who, last winter, were in families on public relief.

In other words, we have had brought home to us more forcibly than ever before the close relationship between the economic well-being of the family and the welfare of the child. Julia Lathrop, first Chief of the Children's Bureau, expressed this truth in mem-

Miss Lenroot, Chief of the Children's Bureau, U. S. Department of Labor, states that from the point of view of both protection and prevention "the Social Security Act constitutes the most important permanent Federal child-welfare legislation enacted up to this time in the United States."

orable words when she declared that the primary essential of child welfare is an adequate wage for the father and a good mother at home to keep the house and comfort all within it. This means that security for the American home and protection of the family life of the wage-earner is the broad foundation upon which the welfare of children must rest. This is the foundation provided in the Social Security Act which also goes further and builds upon this foundation a permanent and specific program for the especial welfare of mothers and children.

■ During recent years attention has been more forcibly directed toward the objective of social security because the bitter experience of the depression showed how tragically dependent large elements of the population have been upon some kind of protection against economic hazards. So striking, so widespread, and so ominous in their immediate consequences and their future implications have been the results of the long period of unemployment that society as a whole has reached the firm determination that such things must never be again.

In planning for a safer basis for the general welfare, however, it is not intended merely to return to pre-depression standards. We know that even in our best years unemployment, sickness, accidents, death of the

breadwinner, menaced large numbers of people and brought suffering and dependency to many children. The extent of insecurity during the decade preceding the depression has been brought home to us by statistics of mortality, morbidity, accidents, concentration of wealth, employment, earnings, and dependency. Various studies of that period dealing with wages and standards of living have shown that many families lived on a bare subsistence level with no means of saving for the proverbial "rainy day." Others lived on such a small margin of safety that the first wind of adversity swept away their small savings and brought them to the verge of destitution. The children of today are therefore paying the price of the lack of security in past years. Since the effects of economic distress bear heaviest upon the children, they reach far into the future. If the home of today should continue to lack security, the citizens of tomorrow must pay for the lack of that security.

Very early in his administration President Roosevelt delivered a message to the Congress in which he said: "Among our objectives I place the security of the men, women, and children of the nation first." In a later message the President repeated this statement and declared that in a very real sense every major legislative enactment of this session of Congress should be a component part of it. In setting this objective before the Congress, President Roosevelt asked the legislators to lay the foundation for the development of safeguards which will tend to prevent or at least to reduce the effects of the major hazards which threaten family life and individual welfare.

The specific recommendations presented by the President to Congress were in the form of a report representing months of study by a Committee on Economic Security appointed by the President and including the Secretary of Labor, Chairman; the Secretary of the Treasury; the Attorney General; the Secretary of Agriculture; and the Federal Emer-

gency Relief Administrator. The Committee had the assistance of a technical staff, a technical committee, an advisory council and several advisory committees, including an advisory committee on child welfare. Identical bills embodying the recommendations of this report were immediately introduced in the House and in the Senate and were the subject of extensive hearings in which the needs and problems of children were the subject of eloquent and expert testimony. The measure was under consideration by Congress for more than four months. In the report of the Senate Finance Committee, "Few legislative measures have ever received such thorough and extended consideration." The measure was passed by the House April 19, and by the Senate on June 19. It was signed by the President August 14 after a conference between representatives of the House and Senate had agreed upon certain differences in the texts of the House and Senate bills. Unfortunately the filibuster which marked the closing session of Congress prevented passage of the Third Deficiency Appropriation Bill in which funds were appropriated to carry out the purposes of the Act. This means that the actual operation of the Act is dependent on the passage of appropriations at the next session of Congress. Meantime the States are planning their programs.

■ Now that the Social Security Act is on the statute books, the question arises as to what its effect will be upon children and how it will help to meet some of the problems of today and prevent the development of other problems in the future.

The Committee on Economic Security, in its report, called attention to the needs of around 280,500 dependent children for whom very uneven provision is now being made under the mothers' aid laws of 45 States and to the even greater number of children in families eligible for mothers' aid but now on relief; to the approximately 250,000 dependent and neglected children

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cared for in institutions and foster-family homes; to the more than 200,000 delinquent children who come before the courts each year; to the more than 75,000 children born out of wedlock each year; and to the three to five million physically handicapped children—the blind, the partially seeing, the deaf and hard of hearing, the crippled, and those suffering from tuberculosis or cardiac diseases. The report also called attention to the economic loss and the insecurity for children resulting from the high percentage of maternal deaths in the United States and the inadequacy of prenatal and obstetrical care in both urban and rural districts.

In order to meet these needs, the Committee's report recommended the gradual expansion of the mothers' pension system through Federal, State, and local cooperation in financing and administering this form of aid; Federal aid to the States for the development and expansion of maternal and child-health work through the State and local units of health; Federal aid to the States for services for crippled children; and Federal assistance to the States in the development of more adequate State and local social services for children, such activities to be closely integrated with general public-welfare administration.

In its present form the Social Security Act incorporates special measures for the protection of children as an integral part of a broad economic and social program. By establishing a system of unemployment compensation it makes possible a beginning on a permanent and not an emergency basis, in collective provision against one of the major threats to family life. The provisions relating to public health will assist in the development of a constructive program for improvement of community living conditions, sanitation, and the protection of general health and will, at the same time, provide a unique opportunity for coordinated and harmonious action in the fields of public health, child health, and social services for children. The

Act also provides aid to the blind and Federal aid for vocational-rehabilitation work, types of service which may be of indirect benefit to children. Even the old-age assistance provisions of the Act are of indirect benefit to children since they remove the burden of support of aged dependent persons from those whose resources are needed for the care of growing children. The Act has eleven titles, two of which, Titles IV and V, deal specifically with the welfare of children. With the exception of Titles II and VIII, dealing with Federal old-age benefits, the entire Social Security Act is based on the principle of Federal-State cooperation.

The special measures for the health and welfare of children constitute recognition of the fact that security and opportunity for children are dependent not alone upon family income but also upon parental intelligence and understanding and community provision for the health and social services which individual families, under modern conditions, cannot provide singly.

Title IV of the Act authorizes an appropriation of \$24,750,000 for the fiscal year ending June 30, 1936, "and such sums as may be necessary thereafter" to be used for making payments to states which have state plans for aid to dependent children under the so-called mothers' aid laws. This Title is to be administered by the Social Security Board, which will also administer all other titles of the Act with the exception of Title V, of which the three parts dealing with children are to be administered by the Children's Bureau, and part 4, dealing with vocational rehabilitation, by the Office of Education in the Department of the Interior; and Title VI, concerned with public-health work, which is to be administered by the Public Health Service in the Treasury Department.

■ Although 45 States have mothers' aid laws, this form of assistance to dependent children in their own homes is actually granted by less than half the local units em-

powered to do so. In recent years some localities have entirely suspended mothers' aid grants. Under the provisions of Title IV of the Social Security Act, the Federal Government will pay to each State which has an approved plan for aid to dependent children an amount equal to one-third of the total of the sums to be expended under the plan, except that the State or local administrative unit will bear the full cost of any payment in excess of \$18 per month for one dependent child and \$12 for each other dependent child in the same home. The aid thus made available should greatly strengthen and expand the provision for needy dependent children in their own homes who have been deprived of normal parental support and care.

Title V, part 1, authorizes an annual appropriation of \$3,800,000 for the purpose of enabling the States to extend and improve, as far as possible, their services for promoting the health of mothers and children, especially in rural areas and areas suffering from severe economic distress. The administration of this part of the Act will be under the immediate direction of a Maternal and Child Health Division of the Children's Bureau, headed by a physician and receiving general supervision from the Assistant Chief of the Bureau, who is also a physician. The Federal assistance provided under this part of the Act will enable the States to resume and extend needed child and maternal health services that have been greatly curtailed during the depression years.

Title V, part 2, provides Federal aid in the amount of \$2,850,000 for cooperation with the States for extending and improving services to crippled children, especially in rural areas and areas suffering from severe economic distress. No one knows how many crippled children there are in the United States. The White House Conference in 1930 estimated the number at from 300,000 to 500,000. The funds are to be used by the States for locating crippled children and for providing medical, surgical, corrective, and

other services and care and facilities for diagnosis, hospitalization, and aftercare for children who are crippled or suffering from conditions leading to crippling. Administration of this part of the Act will be under the immediate supervision of a Crippled Children's Division of the Children's Bureau, headed by a physician and receiving general supervision from the Assistant Chief of the Bureau, who is also a physician. The work of this division will be closely coordinated with that of the Maternal and Child Health Division and the Child Welfare Division.

Up to the present all but eleven States have passed laws recognizing the need for public funds for medical care and services for crippled children. In several States, however, the appropriations are so small that only a very few children can be cared for. Surveys to discover crippled children and the extent to which they were receiving care were made in several States during 1934. All these studies showed the need for increased public resources for care of crippled children. The White House Conference estimated in 1930 that more than 5,000 children were on the waiting lists of hospitals. At the hearings on the Social Security Bill it was reported that services formerly available had been curtailed during the depression. In its report on the Bill the Senate Committee said: "The work done so far is small in proportion to the need. . . . Early treatment in many of these cases can restore these children to an almost normal physical condition, while the failure to provide such treatment will result not only in lifelong physical impairment but often in public dependency."

Title V, part 3, of the Social Security Act deals with social services for children. It authorizes an annual appropriation of \$1,500,000 for Federal grants to the States for the purpose of cooperating with State public-welfare agencies in establishing, extending, and strengthening, especially in predominantly rural areas, welfare services for

(Continued on page 81)

New Responsibilities Set New Goals in Teacher Education

WINIFRED E. BAIN and GRACE LANGDON

CURTAILMENT of school expenditures and services and the creation of new facilities for educational work present at once a challenge and an inspiration for the preparation of teachers who can cope with the problems of real living today. Unprecedented needs of children and parents are demanding new types of services from the schools, and the teaching profession, consequently, is undergoing drastic changes which present a distinct challenge to those attempting to prepare teachers for these new responsibilities.

A CHANGING PROFESSIONAL OUTLOOK

Five years ago early childhood education was making a placid progress bordering on complacency. The nursery school was an aristocrat, patronized largely by prosperous people, promoted by intellectual leaders from various special fields, manned by a staff with more degrees than could be claimed by teachers in any parallel field, and was settling gradually into a pattern of refined techniques such as had never before been known. The kindergarten, apparently intrenched with security in the public schools, was following a somewhat uneven course, deflected now and again by the progress of science, the inertia of conservatism, and the expedience of public organization and control. The primary grades, relieved to some degree of overcrowded conditions and the pressure of early achievement of skills, were advancing toward an activity program in which the child, as center, was monarch of all he surveyed.

Two years ago came the startling realization that the scene was changed. Nursery schools were clamoring for support. Public

What changes must be made in the education of teachers to prepare them for the new responsibilities they must assume in today's schools? Dr. Bain, Assistant Professor of Education, New College, Teachers College, Columbia University, and Dr. Langdon, Specialist, Federal Emergency Nursery Schools, indicate some of these necessary changes.

schools, seeking relief from financial burdens, were cutting off kindergartens and crowding their primary children into larger groups. Pioneer teachers saw the work of a lifetime crumble. Others looked with consternation on early retirement from active service in the field to which they had dedicated their lives. Teacher-training institutions which were endeavoring to train well as many teachers as possible to maintain the existing educational program looked with dismay on a diminishing market for their product.

Frantic efforts were made to preserve the institutions which had been created. Nursery schools led the way toward re-organization of the day nurseries, adapting their pattern—not too skillfully—to new codes for philanthropic institutions. Earnest workers launched a heated campaign for saving the kindergartens. Primary teachers clamored to know how the activity program could be carried out in crowded schools.

Then the emergency of 1933-34. Needs never before experienced nor envisioned in American life developed with such rapidity that they could not be ignored. No longer could any previously devised pattern of educational practice meet the onslaught of public demand for real service under unprece-

dented conditions. The National Association for Nursery Education, meeting for its biennial conference in October with a convention program, was handed an authorization from the Federal Government to establish nursery schools for needy children throughout the United States. How was the little nursery aristocrat to serve the masses? Could kindergartens which had already sold a part of their birthright to expediency render the vast scope of services needed in this time? Was an activity program as envisioned five years ago in any way adequate for present conditions?

With earthquake violence, workers in the field of early childhood education were shaken from their secure foundations and faced with a new emphasis on three old problems: What kind of services are needed for young children and their families? How can these services be rendered? How can workers be prepared to do the work?

WHAT KINDS OF SERVICES ARE NEEDED?

The needs of young children and their parents are brought into relief by our national life and the trends of modern thought. Probably never in the history of the world has there been so widespread a recognition as now of the fundamental importance of the period of early childhood. Obviously the very immaturity of the child points to the need for the wisest sort of guidance if the wholesome development of the next generation is to be insured. There seems to be a recognition, too, of the fact that only as the child is considered in relation to the family unit can any guidance be really effective. As our national picture has changed, the demands for service to children and their parents have increased. Economic insecurity, actual want, unemployment, and the great unrest caused by conflicting ideals have reacted sharply on the stability of the young children of America, creating vast new needs for their guidance and protection.

With the realization of these widening needs has come increasing demands for

services beyond the usual functions of the old school. Parents ask help for meeting manifold home problems; for managing behavior difficulties; for planning home regimes and family budgets; for selecting toys, clothing and equipment; and for meeting a vast array of other home difficulties which are emphasized now as never before. Churches want educational guidance in the work of their church schools. Hospitals, too, clamour for educational guidance for their convalescing children. Transportation agencies want service for the children of their patrons. Housing corporations are receptive to the idea of providing for the educational care of children living under one roof. Manufacturers and retail stores are turning their attention to materials and equipment which will be most suitable for children. Welfare agencies want the best type of educational service for children and their families. Radios and movies are ready for much further exploration by educators. There seems to be no end to the need for the service of the educational expert of today.

HOW CAN THESE SERVICES BE RENDERED?

Over and over the schools are having to meet many of these new needs, sometimes by means of personal help, sometimes by aiding parents to find for themselves the ways of working out problems, sometimes by co-operating with other existing agencies, and again by providing conditions in the school to obviate difficulties which children are experiencing in a troubled world. Such schools have recognized that these needs and many others must be taken into account if the next generation is to be sound.

In the face of present-day curtailment in the schools the addition of new services to children and parents has not been easy. Yet to many forward-looking teachers the very calamities of the present time have opened up a new vision of a changed future in the education of young children.

Perhaps the sort of service which one sees in the near future will mean the general reorganization of our nursery schools, kindergartens, and primary grades on more flexible lines. Perhaps we shall have a revision of legislation for the support of educational facilities for young children. Perhaps instead of the traditional school day or week, we may have a six- or even a seven-day-week, and sometimes, perhaps, a longer day. Perhaps parents, both father and mother, may participate in the group program. Certainly the services outlined suggest a closer cooperation between the home and the educational organization. Perhaps some of our groups need to be organized on the basis of more individual guidance and less group conformity. Perhaps there will be closer cooperation between the schools and the community welfare agencies, so that efforts will be supplemented rather than duplicated. In many instances home demonstrations may be more effective than group discussion meetings. Itinerant teachers in sparsely settled areas may have great worth. Nor have the possibilities of educational consultation service in commercial organizations yet been fully explored.

The whole situation presents a challenge to those interested in the welfare of young children. The area of need has widened, and thus has opened a vision of a vast scope of service. Existing service possibilities have been curtailed in the face of widening needs. Can we as educators who see the need make that need so clear to the public that they will willingly carry the responsibility for the necessary service program? Can we as educators envision an ever-widening scope of ways of giving that service? Can we drop our traditions when the leaving of them means greater service? Can we so think through the problem that we can open up for students in training such a vision that they will feel the challenge, and can we guide them to that freedom of thinking and constructive effort which alone can insure their meeting the challenge?

HOW CAN TEACHERS BE PREPARED?

■ *By Understanding a Wide Range of Life Problems:* An examination of service needs and possibilities makes it almost a truism to say that every major problem of life should concern those who would guide the development of the next generation. The catastrophes of our national depression have enabled us to see these problems in the large. Anyone working with other human beings as a teacher does must be prepared to understand the significance of the manifold issues in life as they relate to larger problems which make up human living.

If teachers are to be leaders in human affairs they should understand the effect of economic insecurity on the behavior of people. No longer are poverty and wealth an individual matter. Released from fear and insecurity our people might do something creative and magnificent in establishing the art of fine living. No one has a better opportunity for promoting this than the teachers of children. But how obtain economic security? What are the political and social forces which regulate it? What of the gold standard, inflation, credit, capital, banking, and other forms of economic control? Is it too much to expect that our new crop of teachers should understand the principles operating in various economic agencies and in proposals for improving them? Intimately they affect personal economics, family budgeting, and school finance. No personal problem can be extricated from the labyrinth of the whole interrelated economic scheme.

The modern moil of business, industry, and government appears far removed from the one time popular program of "the trades" in the curriculum of the kindergarten. Today we are concerned with codes for regulation of our public servants en masse, with balance between production and consumption, with the effects of the use of machines on employment and production. These things touch the lives of children and families as

surely as did the old blacksmith who shod the family mare. Is it a concern of the modern teacher to understand the principles operating in proposals for regulating complexities of business and industry? Should he, because of the intensely human job he is doing, be able to take a stand on the contentions of labor organizations, proposed governmental control of industry and essential business? Should he keep himself chaste from political doctrines or face squarely the relative merits of governmental philosophies? Is the interpretation of the American Constitution a concern of his? Has the place of America among other countries anything to do with the teaching of America's youngest citizens?

We are face to face with the realization that the teacher's work itself cannot go on unless business and governmental conditions are righted. We do not need much imagination to see that when righted the courses of the lives of individuals will be changed. Against the time of realization of such an outcome, teachers must work with courage bred of understanding.

The personal-social adjustment of individuals in the larger society creates many problems long recognized as important to teachers. Today they stand in relief perhaps as never before because of the unprecedented stress which every one is experiencing: understanding oneself, meeting emergencies, interpreting the things which happen to one, following out purposes in spite of difficulties, re-shaping purposes in the light of conditions, holding oneself in readiness for change in thinking and doing, yet keeping stability. The modern teacher must be able to do these things not only for his own sake, but for the sake of the work he must do with and for others—the mature and the immature.

In the preparation of teachers of young children we have already gone a creditable distance in giving insight into the nature of child growth and development. The pursuit of this trend is of increasing importance

today, since the facts about the development of the individual help determine the needs to be met. In preparing teachers today we cannot stop with a consideration of the young child alone. We are preparing teachers who must deal with parents and other adults; hence they should know the scope of human growth tendencies from conception through adulthood.

■ Another group of problems with which the modern teacher should be concerned centers about man's control of physical forces. On the assumption that teachers of young children today are working in an age when possibilities of glorious living transcend any we have known before, is it not reasonable to maintain that those who guide these ever-so-young children should have an understanding of the importance of natural forces to man, of man's increased knowledge of the universe through development of instruments of measurement, of man's conquest of physical forces of light, heat, electricity, sound, and his production of utilities and machines?

Similarly there was never a time of greater need for the arts, for the outlet of expression in language, music, graphic and plastic art, the dance, and the drama than in this time of stress and struggle for a utilitarian existence. Who knows that we may not come through this trial by fire with a liberation of time, energy, and spirit in artistic expression. Without such an outlet in times like these the spirit is stunted and crushed.

A final group of problems for the prospective teacher centers about the interpretation of life. For one, these interpretations may be a religion; for another, a philosophy; another may formulate his thinking into two categories of religion and philosophy. For teachers in this age some sort of thoughtful interpretation of the meaning of the good life, society, the universe, and divine power are essential, not only because they give personal stability, but also because the teacher's work is that of an interpreter. Even at the

level of the most immature mind the teaching of one who has no personal interpretation of living will be inadequate.

■ *By a Two-fold Attack on Problems:* The education of the prospective teacher has been shown to relate intimately to the problems of living. The prospective teacher's attack on these problems is somewhat different from that of other college students. He, as they, deals with them from the standpoint of an intelligent adult who must take his place in the world of affairs, and in addition he attacks them as a teacher. If he is to be an individual of many interests, a person of worth and ability, he must have opportunity to build himself and his talents. If he is to be a true community leader, a person able to cope with public affairs, he must have opportunity to develop his social powers. Then as a teacher he must be able to promote in others the type of thing he has gained for himself, to interpret at the level of the child's mind the lore of life, to shape for his use the experiences and environment which will help him to grow according to his potentialities.

The basis for the teacher's work lies in the interpretation of the needs of children. These needs vary with the maturity of the child and the conditions of his life. Each child differs from every other child in physical make-up, in emotional reactions, in ideas, and in experiences. Yet certain facts are known about the order of development of children and the factors which influence that development. These form the basis for determining how life problems are to be dealt with in the guidance of children on different levels of maturity. For example, children's concepts of time, of space, and of relationships are the factors which determine to what extent children gain meanings from such historical celebrations as Thanksgiving or from such events as the explorations of Admiral Byrd. In the same manner the ossification of bones in the body determines the calcium diet essential at different stages of maturity.

Variations in the program for individual children of different make-up and different personal history can be determined only by practice in applying general principles to many specific cases. The teacher's part in applying what he knows of living to the development of a full life for immature individuals at their level of maturity is a task involving full understanding of the characteristics of children and the forces which influence them. The vastness and subtleness of the possibilities in such a task make teaching an art.

■ *By a Progressive Attack on Problems:* The major issues of life are never completely solved. One works on problems of health, finance, vocation and the like always. The problems of society are never static. At any time what we do or what is done in society is influenced by a unique combination of circumstances which can seldom be predicted far in advance. This means that teachers cannot go from their college course with sets of techniques ready to use in every situation. They can go out with basic principles and ideas, habits of work, and certain fundamental skills. No pattern of activity can suffice for this changing world. If our emergency in education has taught us anything, it is that.

■ *By an Active Attack on Problems:* We learn through doing. We have long since had prospective teachers make things that children might make, or try this or that technique in schools, but we have carefully shielded them from active participation in anything which resembled life. While in training they have not learned to plan their own courses, joined national political movements, worked in agencies for social welfare, nor traveled in other parts of the world. Nothing gives richness to life like real living. The academic approach to an understanding of life problems without opportunity for functioning in them is not real living.

HOW CAN TEACHER EDUCATION BE ORGANIZED?

■ *General Standards:* The period of preparation for teaching should be one in which under guidance the young candidate has a large responsibility for his own living. Much of our preparation in the past has been infantile in that it has taken from the student the responsibility of thinking, doing, and almost of feeling. At the end of his training we have plunged him into one of the most responsible positions on earth and have wondered why he did not always assume responsibility with wisdom and stability or follow out possibilities with imagination.

Gradually the prospective teacher should learn to plan his own course, that process being guided by those who can give insight into what is involved in the life and work of a teacher in these times. It is no less important that he should learn to control his own social conduct, influenced by wise, joyous, fine people in an environment of rich possibilities. Guidance should lead toward understanding life. If this understanding brings zest for living, then the student will have a basis for planning the use of his own time, for seeking new experiences, for carrying forward individual projects.

It has been said in the past that the preparation of teachers has been narrow. The times demand breadth of insight, breadth of experience, breadth of contact. How can one go out and deal with the great unstable world from a preparation gotten entirely out of textbooks and recitations? To know first hand the institutions, inventions, and philosophies which are controlling man's work, one must have vital contact with them. He should participate actively in affairs—not in all types of affairs lest he become a whirlwind. Participation may be in political organizations, slum clearance, labor unions, industry, community service. Whatever he attacks should be a movement large enough to have ramifications into wide areas. Whatever he does

should be done with understanding and an open mind.

A further preparation for teaching should consist of carefully tracing relationships. The immature mind is too specific in its functioning to see the effect of labor unions, political organizations, mechanical inventions, race prejudice each upon the other. Nor can it see the relation of these to the needs of children and families or to the work of the teacher with the child and his parents. Relationships should be traced between forces which influence human affairs and the job which the student is preparing to do, the effect of tax systems on school financial support, the relation of conflicting national ideals to family stability and security, the effect of governmental policies and organization on child life and the future of the next generation.

■ Then, too, the prospective teacher should see how the ideas, attitudes and skills of adults are acquired by the immature child. A recent survey of problems met by teachers in this field showed that they touched in a unique way almost every field of human knowledge and activity—how to cooperate with clinics and welfare agencies; what laws regulate the expenditure of public funds for education of young children; what are the racial and religious problems of the community. These and innumerable others cited the need for broad understanding of national conditions so that intelligent service might be rendered.

Beside these there were questions relating to means of promoting child growth, bodily mechanics, sleep, diets, emotional adjustment, speech, skills in use of the tools of learning and expressing. Question upon question expressed the need for helping children gain ideas and meanings. How to make use of children's historical interests, how to build up regard for peoples of various nationalities and customs, how to give children knowledge of machines and industries

—all these problems intimately related to the work with young children have direct relationship to the larger issues of life. Careful guidance is necessary in order that students see the relationships and do not put their so-called background work into compartments quite separate from professional applications.

Explorations into real living, tracing relationships between problems of life and the job to be done—these are essential before a teacher can do creative work. Over and over it has been shown that the modern teacher's job is a creative one, not one fixed by pattern. The preparation of the modern teacher cannot give fixed techniques for a fixed type of job. One community may need home demonstrations; one may need educational leadership among workers who render various types of service to young children—nurses, physicians, sales people, manufacturers, librarians and others. In another place there may be need for securing favorable public opinion toward school legislation. Over and over in these days there comes the need for workers with the understanding and fiber for doing a piece of work such as has never been done before, a person with the power to apply what he has to the situation he meets.

It appears that the preparation of a teacher should be a liberating experience rather than the proverbial "grind"; liberation of thought that it may give liberated action. There should be a similar release of feeling. Our teachers should have lives of color, joy, love, sympathy seasoned by the depths of wholesome integrity.

Rather general critiques, these, for the preparation of our new generation of teachers: responsibility for self, not infantile dependence; broad interests and insight, not narrow provincialism; active participation, not academic theorizing; creative thinking, not blind following; integrated understandings, not isolated knowledge; colorful living, not drab existence.

■ *Organization:* Many possibilities present themselves for organizing the pre-service preparation of teachers, given a long enough period in which to work. A home base is essential as an integrating center. A carefully prepared curriculum compassing major issues and fundamental ideas, a wealth of materials with which to work, and a staff organized for cooperative service are needed to hold the student's work together. No one way of organizing such a plant is the only right way.

An essential is that there be many possibilities for outside field work, community surveys, practice teaching, work with organizations outside the profession. Work in service institutions such as children's hospitals, libraries, in social welfare agencies—each makes its contributions to the great store of the future teacher's experience. Sometimes summer jobs on farms, in industry, or business are as beneficial as college courses. A period of living in a different section of the country than that in which the student has been brought up is a broadening experience, especially if guided and directed by the college. Country young people may go to a city, city youngsters to the country, Northerners may go south or Easterners, west. European travel and study, long looked upon as a culmination of years of experience, training and saving has been proved both possible and beneficial for the undergraduate student if guidance is given in his study abroad as well as at home.

If students are to have these various means of exploring many fields, their programs of college work must be flexible. There must be opportunities for individual programs. Since not all teachers are going to do the same job in the same way, need they all have the same experiences in training and need they all go through their course in lock step, with so many weeks of this or that for so many points of credit?

Lest we lose ourselves in our flexibility, some definite system of check-up is necessary.

In part, this may be supplied by having the curriculum previously cited written out in terms of major issues and fundamental ideas. Tangible standards of attainment are necessary. These furnish the chart which will direct both students and staff. Then careful individual guidance must be given so that essentials will not be omitted. Another means of keeping direction is a comprehensive system of records and checks, not in terms of marks, but in terms of experiences students have had and what they have done with these.

■ *Supplementary in-Service Education:* Many teacher-training institutions are finding it possible to give educational help to workers in related fields. Nurses skilled in giving physical care to children eagerly avail themselves of help on educational guidance of children. Day nursery caretakers are turning to educational institutions for help. Others engaged in work with children and families are turning to teacher-training institutions for courses. Is it not possible also for teachers colleges to set up consultation centers for such workers, to provide clearing houses for work along various lines, to operate itinerant training in the field for their own graduates and for others needing the help of educa-

tional specialists while on their teaching jobs?

The problems of supplementary training of partially prepared nursery school teachers has given cause for perplexity all over the United States. Many of the workers were prepared for other fields of service. In a twinkling they had to be metamorphosed into nursery school teachers. Inadequate as was the best of the training, it did, in the large, demonstrate a flexible type of preparation for a real job for which no pattern existed. Teacher-training institutions were shaken from their entrenchment of course offerings and credit systems. They looked at a new type of job and pioneered in finding a way of preparing for it. They organized intensive short periods of training. They modified traditional courses in the light of emergency needs. They simplified technical terminology and translated it into practical understandable language. They mobilized not only their own facilities but those of the surrounding community as well.

One is convinced that the old order is changed, and insofar as there are new needs to be met there must continue to be new ways of meeting them. Can we not envision such a preparation for teachers that they may point the way?

Night

Stars over snow,
And in the west a planet
Swinging below a star—
Look for a lovely thing and you will find it,
It is not far—
It never will be far.

By Sara Teasdale, *Stars Tonight* (Macmillan)

Some Criteria for Judging Stories For Children

MAY HILL ARBUTHNOT

BELOW the third grade most of the child's literature comes to him as it came to our non-reading ancestors—through his ears. During this period, parents and teachers are the chief determiners of his literary experiences. Indeed, throughout the elementary school the child's appreciation level lies two or three years beyond his reading level; so adult responsibility for the child's developing taste continues. We have, then, two major obligations to the child; first, to make ourselves keen judges of what distinguishes good literature from poor or second rate, and second, to discover what literature appeals to different children at different age levels.

Anyone who attempts to set up hard and fast standards to which every story must conform in order to be considered good literature is courting disaster and attempting the impossible. Rules are made and clever writers violate them. Standards are recognized and then, because tastes differ, critics apply them with different emphasis. Book reviews by experts disagree almost as much as the medical, political and economic opinions of experts differ. However, having a few criteria by which to examine a new story helps to clarify our thinking and gives us some weapons with which to defend our point of view.

We need such criteria today because publishers are turning out children's books so entrancingly illustrated that we yearn for them regardless of their content. The result is that our libraries are accumulating an unduly large number of exquisite picture books, beautiful to behold, but suffering from pernicious anaemia of the text. In the name of a little content, in the interest of some literary nourishment, even for our youngest, let us examine the new books¹ with a few standards

Intelligent selection of stories for children is somewhat difficult in this day of brilliant illustration and meager text. Mrs. Arbuthnot, Associate Professor of Education, Western Reserve University, gives some criteria in this article, the second in the series, "Old Values and New Trends in Children's Literature."

in mind. Holding fast to these we may then ask something more for our children than pictures in six colors and subtle design.

What, then, constitutes a good story for children? What constitutes a good story for any age? The answer is too complex to be dealt with properly in this brief article, particularly since modern fiction has wandered far from the old tight forms and gone in, rather successfully, for greater freedom. We shall discuss chiefly the short story, only suggesting the greater complexity and more leisurely development that marks the novel, or its simpler relative, the child's book.

■ *Theme.*—The first thing we might well scrutinize in a story is its theme. By this we mean the subject-matter of the tale. Often the title, or a slight amplification of the title, makes an excellent statement of the theme. *How Spot Found a Home*, for instance, or *The Lad Who Went to the North Wind* and how he got his rights from the wind, or how the Moreland family gained possession of their beloved house, *Wind in the Chimney*.

A theme must first of all be suitable to the age and interests of the readers for whom it is intended. No one knows this better than the editors of the short story magazines. One of these, a woman's magazine, demands of

¹ Typed copies of Mrs. Arbuthnot's bibliography may be obtained from the editorial office.

its stories "strong love interest, mostly young love." Love interest would have to be very young love indeed to make a suitable theme for a child's story. The love of a child for his dog might do, or any of the other mild affections that impinge upon the consciousness of children. For the most part, however, the themes that delight children are simple and objective. They have to do with overcoming obstacles successfully, winning security, earning a living, escaping dangers. The theme of a child's story may be simple, but it should have sufficient backbone to stand up firmly and support the whole structure of the story. If the theme is weak or obscure, there can be no story; with an adequate theme anything may happen and something is bound to. What makes things happen? This brings us quite naturally to the matter of the plot.

■ *Plot.*—The plot is the action of the story—what happens to the theme. Theme and plot are inextricably bound together in most good stories. Let us take, for example, a remarkably perfect story for our four- and five-year-olds, "Paddy's Three Pets," found in *Told Under The Blue Umbrella*. The title states the theme quite clearly; the plot has to do with what happened to Paddy and his three pets. A theme that involves a little boy, a father whose capacious overcoat pockets carry in turn a guinea pig, a puppy and a kitten, is a theme that is not only suitable for young children but so adequate that it promises almost anything surprising in the way of action. Sure enough, the plot picks up

this simple theme and goes off at a lively pace. All the characters are involved in action that is satisfyingly funny, logical and plausible.

A good plot, then, should be both logical and plausible if it is to carry conviction. Another example is the Czecho-Slovakian folk tale so popular with older children, *Clever Manka*. Manka wins a fine husband by her cleverness, but she is warned that she will be banished from her husband's house if she ever uses her cleverness to interfere with his business. Knowing Manka, you can feel the conflict approaching. Sure enough, she learns of her husband's misjudgment and in the interest of fair play, interferes. She is found out and banished, but uses her wit to save herself and her beloved husband from permanent unhappiness. This is a story of mind against mind, with the clever one saving them both. It is logical, plausible and the

witty conclusion is thoroughly satisfying.

The plot develops the obstacles to be overcome, the conflicts to be solved, emergencies to be met. With adult stories we could multiply these possibilities many times and cross over into the field of character development—mood, growth in spiritual or emotional acuity—the field of characters becoming something rather than doing something. Children, however, are still happily objective. Their heroes must be doers, their best loved plots involve action and they ask that the action rise to a swift climax and make a clear-cut conclusion.

Looking over the great out-put of children's books



From *Paddy's Three Pets*

By Mary G. Phillips (Macmillan)

in the last decade, or even the last years, the books for our youngest children—three to eight or nine years old—are all too frequently lacking in adequate theme and plot. The themes are not bad, just thin; the plots painfully lacking in action, climax and anything worth bringing to a logical conclusion. A child's trip abroad might possibly be a theme for a story, although it offers too wide a spread to make for the close unity essential to a good plot. However, when the child in the story merely goes to this place, that place and the other place, with no logical continuity in the action, no problem, obstacle or difficulty to be devolved, there is nothing to bring to a climax, nor is there anything to conclude. Even the most enchantingly colored illustrations cannot make such a story literature. Not bad, just trivial!

On the other hand, many of the new books for children show excellent theme and plot development. *Dobry*, this year's Newbery Award, takes the simple theme of how Dobry grows up and makes the difficult decision of what he is going to be. This is a theme of universal significance. The struggle between Dobry's love for the land and his heroic grandfather versus his slowly developing sense of his own unique gift for modelling makes the simple and moving plot of this fine story.

Wind in the Chimney takes the universal theme of a family's need for a home and the plot shows the plucky efforts of Debby and her family to win the house they have come to love. In themes and plots for our youngest children, writers are underestimating their keen intelligence. A child who delightedly follows the fortunes of *The Three Little Pigs*, *The Bremen Musicians*, *The Lad Who Went to the North Wind*, has unconsciously developed a taste for able-bodied themes and enterprising plots. The success of *Snipp*, *Snapp*, *Snurr* and *the Red Shoes* and of *Poppy Seed Cakes* shows that modern writers can turn out substantial stories for our youngest when they stop talking down to them, or

depending on colored pictures to carry the interest.

■ *Unity*.—Of all the qualities that mark a good short story, unity is one of the most important. It is essential to long stories, too, for while the unity of a book may not be as concentrated as that of a short story, it is none the less there, holding the chapters together and linking the characters and their action. By unity we mean a continual centering of interest on the theme. Every episode of *The Lad Who Went to the North Wind* has to do with the lad's struggles to get his rights from the North Wind who has defrauded him. In *The Three Little Pigs*, we are never deflected from intense preoccupation with little pig's attempt to win security in the midst of a wolf-haunted world. In the series of short stories that make that charming book, *Poppy Seed Cakes*, we are forever wondering whether or not Andrewshek will see through the responsibility laid upon him and watching the approach of the catastrophe that always follows his failure. Contrasting characters, as the two ugly sisters in *Cinderella* or the tigers in *Little Black Sambo*, only serve to heighten our interest in the central theme. Sometimes just as everything seems to be progressing smoothly for *Clever Manka*, or *Angus*, or *Hansi*, a surprising mishap occurs that again serves to center our sympathies on the unit that makes up the theme. So Manka's interference in her husband's affairs, the hissing attack of the ducks on Angus, and Hansi's skis for the unfortunate dachshund only tend to focus our amused interest on the central character and so preserve the unity that characterizes most successful short stories.

In longer stories there is less condensation in all aspects of the development and so the unity is less concentrated. Nevertheless, the unit that makes up the theme must dominate the tale, or confusion results. So in *Wind in the Chimney* there are minor characters, a variety of episodes, but Debby learning to dance, her brother's journey West, the ap-

proaching wedding at the big house—all minister to the advancement of the plot. *Dobry* introduces episodes and even separate stories still further removed from the main theme, yet they all build up reasons for Dobry's love for his land and his family and so increase the conflict his choice of a life work involves. In the best stories, then, long or short, there must be a unit of interest—the theme that holds together all the characters and episodes.

■ *Economy of incident.*—Nothing destroys unity more completely than too many

cover at just about what spot young children walk out on a story and older children cease to attend. It is usually when this economy of incident is repeatedly violated and episode after episode is introduced merely to keep the tale going. Nonsense stories are especially unequal to maintaining their humor through too many episodes, yet we find many of the newer publications of this kind overburdened with incidents. The humor of *Angus*; *Michael Who Missed His Train*; *Snipp, Snapp, Snurr and the Red Shoes* is heightened because of the fine sense of economy with which these tales are told. The little



From *Angus and the Ducks*

By Marjorie Flack (Macmillan)

incidents. It is probably not an accident that the old folk tales repeatedly used the trilogy—three sisters or three brothers, three attempts to ride up the glasshill, three riddles to solve, three tasks to perform. After all, the makers of folk tales told their stories to an audience that could leave them if the interest lagged. In the course of many hundreds of years of experimenting, those old tellers of tales found out just about how much suspense and how many obstacles to the hero's success an audience could stand without losing the theme of the tale. The best of the old stories are marked by such a decent economy of incident that unity is preserved and interest consequently never lags.

If publishers of children's books could only try out their material, they would dis-

story already mentioned, *Paddy's Three Pets*, is also a perfect example of economy, and so is the old favorite, *Little Black Sambo*. Examine some of the new stories that the children listen to once and never ask for again, or reject if a second reading or telling is suggested. Usually the difficulty lies in too slight a theme and too many episodes piled one upon another in a hopeless attempt to give body to a weak motive.

■ *Parts of the story.*—A good story falls into certain obvious divisions. There must be a beginning or an *introduction* which presents the characters, the time, the scene, and launches the particular problem or situation around which the theme moves. Then comes the body of the story which is really the *de-*

velopment. This part of the story contains the episodes of the plot, and, like the drama, the action rises rapidly to a *climax* which someone has called the great divide of every good story. After the climax, the action subsides and we have the *conclusion* or *solution* of the theme. These parts are not as evident in long stories, yet there are certain characteristics of good beginnings, compelling developments, and satisfying conclusions that apply to long stories as well as to short. They are worth examining.

■ *Introduction.*—Children, and many adults, like to have a story get under way



Courtesy of The Viking Press

From *Hansi* by Ludwig Bemelmans

briskly. Hundreds of the old tales that have continued to be popular begin with pleasing rapidity. We might safely say that the younger the child the briefer should be the introduction of a story. "Once upon a time there were three Billy Goats who wanted to go up a hillside to eat grass and get fat. The name of all three was Gruff. Now the way up the hillside lay over a bridge and under the bridge lived a great big ugly troll with eyes as big as a saucer and a nose as long as a poker." Here we have the characters properly introduced and the problem or conflict launched in the fewest words possible. The billy goats start over the bridge in the next sentence and the struggle is on. Compared to this, the introduction of that most excellent

nursery favorite, *Angus and the Ducks*, is wordy and awkward. The children sense it, too, and are very apt to reach over and turn those first pages quickly in order to get to the ducks. After that they are well content and linger appreciatively over every word.

■ *Development.*—The body of the story gets us into the thick of everything. Here we have the real struggle of the hero with obstacles of every kind. Or, if it is a placid little tale of the Paddy type, the comfortable situation involving the characters becomes acute and something happens. You remember Andrewshek and the picnic basket? All moves along serenely, with nothing happening to anyone, until suddenly that innocent looking swan sails into the scene and calmly absconds with the lunch basket. This less active development of a less acute conflict or problem is the usual pattern for most of our realistic stories today. You will find it in *A Day On Skates*, in most of Miss Dalglish's successful little tales, *The Seven White Cats*, for instance, and many other popular modern stories. It gives a certain similitude to life that increases the realistic quality of the tale.



Courtesy of The Viking Press

From *Dobry* by Monica Shannon

There seems to be a definite trend away from the exciting action and climax of the old folk tale plot to more domestic, everyday possibilities of city streets, backyards, farms and gardens. Certainly the bloody adventures and hairbreadth escapes of many of

the old folk tale heroes were too strong a dose for young children and this quieter development of the modern story is perhaps a move in the right direction. However, it is just as well to remember that we can over-refine children's reading until they will never be able to bear the robust literature of the past. One lovely little girl's reading had been so expurgated that when she encountered the good old heroes of the Old Testament, she recoiled with disgust. After all, life does not so protect us. Considering the shocks all of us receive daily from the newspaper, it is to be hoped we encountered enough blood and thunder in our youth to be somewhat enured to exciting action. The child whose literature is too vitiated will probably be the very adult who dotes on melodramatic moving pictures and feeds on detective stories. When life gets a little stale or somewhat dull, the literature of abundant action is a relief at any age. If we choose the best of the old folk tales, if we can find some fairly exciting modern tales—both of good literary quality—we shall help deliver the child from the need to listen to gangster stories by radio and "talkie."

So then, the body of a short story should have enough action to hold the child's interest and keep him curious to the end. It may be action that involves traveling to the "castle that lies East o' the sun and West o' the moon" or it may be action slowed down to the simple matter of missing a train so that Michael, the Sealyham, does not have to return to Boston. All we ask of the development is enough suspense to land us breathless, or relieved, or dissolved in laughter at the conclusion.

■ *Solution or Conclusion.*—Just as we like the beginning of a good short story to get speedily underway, so after we have held our breath at the climax, we like a fairly rapid conclusion. It must not, however, be too rapid because everything must be solved. Adults as well as children wish to have things com-

pleted. It gives sometimes a sense of security and always a sense of satisfaction. *The Bremen Musicians* might well have ended with the routing of the robbers the first time. That somewhat-delayed second ending has remained popular with children because of the humor of the incidents and particularly because that second fright fixes the robbers for all time. "We must never return to that house again," the robber captain says in some versions, and the final picture of the four musicians is that they are left safe and sound forever in their hard-won house.

Most adults still like this type of ending. The modern short story has its hardest pull for popularity, perhaps, because of its habit of tailing off, leaving the reader up in the air with no prospect of making a landing, happy or otherwise. Undoubtedly part of the charm of Mr. Chips is its conclusiveness. Before we finish, we know everything there is to know about Mr. Chips and we leave him gently but firmly finished in every detail. Children are even greater finalists than most adults. Everything must be ended and ended satisfactorily, which to the young child means justly. Not only must heroes be rewarded, but wrongdoers must be properly punished or otherwise done away with. The modern realistic story for young children with its less exciting action reaches a less dramatic end. This is only following its own pattern in good form. So Miranda is left with eight white cats instead of seven, Angus reaches the safe haven of the sofa, the delightful company of children end their day on skates in the peaceful security of their own beds, and Hansi returns from his Christmas holiday to his mother's stall in the market. These quiet conclusions are in key with the stories and, though less dramatic than the folk tales, are just as satisfying because they leave the reader with a sense of completion.

■ *Style.*—Finally, there is that little matter of style, so hard to define, yet unmistakable when you find it. It is the result of so

many different qualities in writing that this paragraph can do no more than to suggest a few. Of all the varied definitions of style there is one by John Frederick in his *Handbook of Short Story Writing* that is perhaps oversimplified, but is certainly a good beginning. He says, "To me, style is simply the auditory or sensory element in prose. . . . In this sense, one listening to the intelligent reading aloud of a totally unknown language will receive the impressions which go to make up style. Style is the music of prose. . . . The student of style must read aloud and listen to others read, both good and bad prose."

This is particularly good advice for the teacher, who throughout the elementary school carries the responsibility of presenting orally much of the finest literature which children are capable of appreciating after they hear it. Again, we find ourselves harking back to those matchless old tales whose prose exhibits repeatedly that perfection of sound and meaning, mood and rhythm, emotion and cadence that is the very essence of style. "I'll huff and I'll puff and I'll blow your house in." "Then, the prince took the princess by the hand and they flitted far away from the castle that lies East o' the sun and West o' the moon." "Now Jack was brisk and ready; of such a lively wit that none nor nothing could worst him." A study of the opening sentences of the folk tales is in itself a delightful introduction to the possibilities of choice prose for setting the mood of a tale.

Rhythm of word combinations, rhythm of sentences, the fitting of words to mood, these are all elements of style. Reading aloud will, as Mr. Frederick suggests, give you a feeling for style, even when you cannot analyze definitely the secret of it. This test also will reveal all too painfully the absence of charm in many of the modern books written for children, particularly for our youngest children. I can name a dozen stories off-hand that are unbearable when subjected to the test of reading aloud. The better ones, however, whether

fanciful or realistic, exhibit the complete harmony of thought and expression, of sound and meaning that has always marked distinguished prose. In *Hansi* we find a charming description of the deer ending with "Ever proud and free they turned their heads with halting movements—soft, brown eyes, slim bodies, lovely trim ebony hoofs." Indeed *Hansi* abounds with delightful examples of style both grave and gay.

There are two more criteria that it is well to consider in judging children's books, although they have nothing to do with form. They are the ethics of the tale and its essential truth to human nature.

■ *Ethically sound.*—After all, most of the literature that has survived is on the side of morality. The classics may carry us through a mass of tragic or hilarious misdeeds, but the moral is usually made plain to the point of being underscored. For the children of this generation, with gangster moving pictures, harrowing radio mystery tales, newspaper pictorials with their appalling themes, there can be no doubt that they need reinforcement on the side of morality. This does not mean that we will hunt for stories that pedantically teach honesty or truth telling, but it does mean that we will use no literature in which there is a compromise with ethical principles. Nor will we use stories in which the atmosphere is predominantly one of trickery, knavery, or bloodshed. There are now many fine books and thrilling stories whose ethics are as sound as their action is wholesome. Let us familiarize the child with courage, honesty, goodness in his literature, and hope that it will counteract, in part, the undesirable influences to which this mechanical age exposes him.

■ *True to human nature.*—If our ethics are to carry any weight with the child, then the story must be true to life. Children are quick to detect priggishness in their heroes and heroines. One reason why *A Day On*

Skates, Little Pear, and Young Fu of the Upper Yangtze gained such immediate popularity, is their convincingly real character portrayal. The children in these books make mistakes, get into scrapes and extricate themselves only with the usual difficulties. Every child sees himself in these children and is comforted and entertained. If the book is an animal book, it must run true to the nature of the animal portrayed. Even the fantastic Dr. Doolittle books manage to do this with all their nonsense and of course *The Jungle Books* and our more recent *Bambi, Spunky, Wagtail*, are all good examples of this quality.

■ **Summary.**—These, then, are a few criteria by which we may judge some of the merits or faults of stories:

1. A *theme* that is suitable and adequate.
2. *Plot* that is logical, plausible and for children, full of convincing action leading to a satisfying conclusion.
3. *Unity* in the development of the theme.
4. Unity preserved by a decent *economy of incidents*.
5. *Parts* of the story in balanced relationship.
 - a. *Introduction*—clear, provocative and brief.

b. *Development* or body of the story—containing action, conflict, suspense leading up to a climax.

c. *Conclusion* that solves the problems, resolves the conflict, leaves the reader with a sense of completion and satisfaction.

6. *Style*—the music of prose, the easy fitting of words to mood, rhythm to emotion. The charm of prose.

7. *Ethical soundness*—not chosen to teach a certain ethical lesson, but completely sound in its morality.

8. *True to human nature*, or if the story is about animals, true to the nature of the animals portrayed.

Not every good story will have all these characteristics. These are just possible clues to help us arrive at the merits or the weaknesses of the many new books we are called upon to judge. Doctors of literature disagree quite as frequently as doctors of medicine and, with no intention of punning, literature is even more a matter of individual tastes than medicine. So if you like a story that some critic assails, or if you dislike a story that is rated a classic, be comforted; there is no unanimity in this field.

A.C.E. Convention in 1936

The 1936 A.C.E. Convention will be held in New York City in April or May. Many members of the Association have requested that school visiting be a part of the program and a spring convention will make this possible. The exact date, headquarters hotel and general program plans will be announced soon.



Fifty Years A-Growing

■ The Fannie A. Smith School of Bridgeport, Connecticut, celebrated the fiftieth anniversary of its founding and continuance under the same principalship in June of this year. The esteem in which Miss Smith is held was evidenced by the fact that over one thousand friends came to honor her during the three-day celebration. June 6 was Commencement Day with the graduates dressed in dotted Swiss, fashioned in the mode of 1885. June 7 was Open House Day with friends calling from near and far, a garden party for the children and dancing for the students in the evening. June 8, the jubilee dinner at the Stratfield Hotel with four hundred guests—students, former pupils, and well-known educators.

In 1885 Miss Smith started her school in a little one-story building. Thirteen pupils were enrolled. Here, too, the Training School for Kindergartners had its beginning with two students. From this small but important beginning Miss Smith's school has gradually and steadily expanded until now it has a nursery school, kindergarten, elementary grades, a high school, and a teacher-training department with a four-year course. In several instances three generations in the same family have received their education under "Miss Fannie's" guidance.

Her school is unique in that all departments are so welded together in thought and interest that no separation is ever made—the eldest are interested in the problems and activities of the babies and they in turn enjoy many events with the older students. At commencement time even the youngest children do their share toward making it an enjoyable occasion.

"Miss Fannie" has always taken an active part in all educational matters. She was instrumental in starting the local Free Kindergarten Association, the Connecticut State Kindergarten Association, and is one of the thirty-two charter members of the International Kindergarten Union, organized in 1892 and now known as the Association for Childhood Education. She has served on many of the Association's committees and was its vice-president representing kindergartens from 1931-33.

Thousands of children and hundreds of young women have gone out from "Miss Fannie's" school. The influence of her fine personality will live on in the lives and characters of her countless children and children's children for years to come.

Disraeli said that the secret of success is constancy to a purpose. Surely the secret of "Miss Fannie's" success has been constancy to the cause of childhood education.

By E. LOUISE HOYT

Pottery Making

HELEN R. GUMLICK

The Indians in the San Ildefonso Pueblo, Santa Fe, New Mexico, dig the clay which is used in their pottery from the Black Mesa. A bluish white powdered clay is mixed with reddish brown clay. Maria would not tell us where she gets the white powder.



This picture shows Maria grinding the clay into a fine powder. The wall you see is the side of her house.



These pictures of Maria Martinez and the legends are contributed by Mrs. Helen R. Gumlick, Board of Education, Denver, Colorado. Maria Martinez demonstrated the making of pottery at the Chicago World's Fair where she was the center of a fascinated crowd of adults and children.



Maria is winnowing the clay. The wind blows the dirt away and only the fine powder is left. The stones holding the blanket are polishing stones.

The powdered clay has been mixed with water. Maria makes a pancake base for the bottom of her bowl. She pinches it around the edges just as mother does when she makes a pie. Every now and then she moistens her hands in the water which is by her side. While she works, her bowl rests in a clay saucer.

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Coil after coil of clay is added until the bowl is the desired height. Then it is smoothed and shaped with a flat scraper. If you look closely you can see the scraper in Maria's right hand. Other scrapers are laying against the wall.

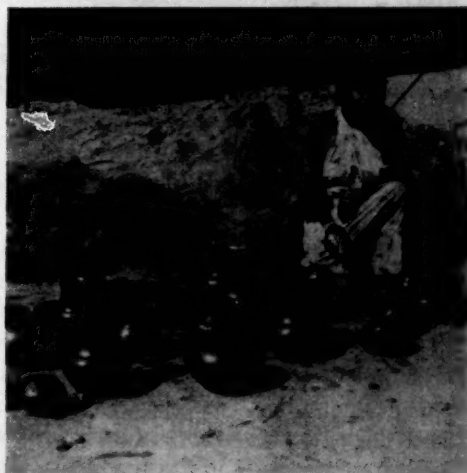


Maria's husband, Julien, helps her by putting the design on her pottery with a bit of yucca leaf. This leaf is as fine as a brush. Maria is polishing her bowl with a polishing stone.

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These bowls are ready to be fired. She will cover each one with sheep dung so that the fire will not touch it. Then she will cover them with earth, a fire will be started, and the pottery will be smoked its black color. Before firing, the pottery is earth color.



When the firing is over, the bowls are removed. Maria does this much work in a week. She works every day on her pottery, then sells it when it is finished. Maria earns about five hundred dollars a month from the sale of her pottery.

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Highway Transportation— A Booklet of Source Material

A.C.E. COMMITTEE

ABSENCE of authentic and usable material and information concerning industrial and manufacturing operations often handicaps the teacher in planning activity units. With a brave display of determination, she tries to find possible sources of facts that can be adapted to classroom use. Too often she is disappointed. Catalogues, sales promotion publications, advertisements and other types of material quite foreign to her needs usually are the sole fruits of her explorations. Then, forsaking her pictured ideal, she faces reality and does the very best she can with the meager facilities at hand.

This situation is to be expected in a world which finds industrialists greatly preoccupied with their own work-a-day affairs. Their thoughts of the classroom rarely go beyond very infrequent reminiscences of their childhood days and parental viewings of their own children's education. The present requirement, obviously, is to bring supply and demand together.

To achieve the desired result, cooperative action between industrialists and teachers is necessary. What is believed to be the first major effort along that line has just been initiated through development of a cooperative program by the Association for Childhood Education and the National Highway Users Conference. The Conference is a non-profit organization which has as participants more than forty national groups whose interests cover all phases of highway transportation.

This program has as its purpose the provision of material for the use of teachers in formulating activity units on highway trans-

Members of the A.C.E. Committee who cooperated with the National Highway Users Conference in preparing "Highway Transportation" were Winifred E. Bain, Marjorie Hardy and Frances McClelland.

portation. It is expected to serve as a valuable precedent and to produce experience which will lead to development of similar cooperative programs between the Association and units representative of a variety of major industries.

The results of this pioneering project are *Highway Transportation*, a 52-page illustrated booklet, and an introductory service which teachers may utilize in making arrangements for their classes to visit various centers of highway transportation operations in their communities. An explanation of the introductory service is included in the booklet.

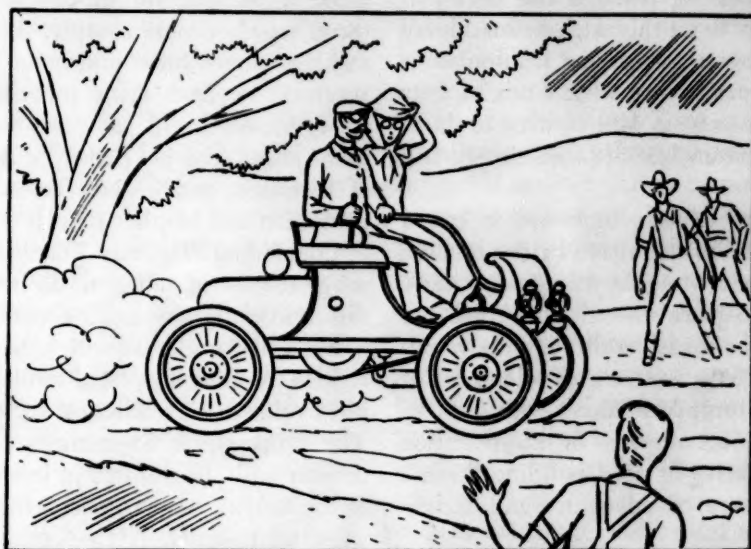
In the preparation of the booklet, the National Highway Users Conference was provided by the Association for Childhood Education with an outline of the type of material needed by teachers in formulating activity units on highway transportation. The preliminary draft of the manuscript was submitted for approval to a committee appointed to act on behalf of the Association. The preliminary draft was then submitted for comment and suggestion to more than a score of highway transportation authorities in governmental and industrial units. Very careful revisions were made in accordance with the comments and suggestions received. The factual accuracy of the contents is attested by the National Highway Users Conference.

■ *Review of Highway Transportation.*— That boys and girls, kittens and pups may grow up together is a generally accepted fact, but to know that roads and motor vehicles did the same thing is a matter for interesting speculation. The story of this growing-up-together of roads and motor vehicles is told in *Highway Transportation*.

From the first chapter: "If all the people in the world had to stay in their homes, nobody would be able to get food, clothing, fuel and other necessities of life. Human

speed over improved highways, provide services and fill the needs of millions of people.

From our first curious pokings into boxes, dolls, and clocks to see what was inside and what made them "go" many of us have carried the same curiosity into our adult environment. We are, generally speaking, somewhat in awe of the internal workings of automobiles, possibly because their failure to function properly causes us inconvenience and annoyance. So we are apt to ask many questions and attempt in a hazy fashion to



One of the early stages in the growing up of the automobile

beings have to move around to get what they and their fellows need. . . . That is why paths, roads and highways have been found wherever people lived.

"Our present-day methods of moving ourselves and the things we need from one place to another differ greatly from those employed by our grandfathers, simply because the automobile was invented and constantly improved."

Thus increasing needs made increasing demands in the kinds of motor vehicles and roads we have today. In four decades we have developed three types of automotive vehicles—trucks, buses, automobiles—which

understand just what goes on under the hood and the floor boards. After reading the second chapter of *Highway Transportation* on "The Automobile and What Makes It Go," one is well informed concerning the mechanism and the sequence of events necessary in making an automobile "go."

Since oil and gasoline are important in making an automobile "go," this chapter also includes a short discussion of how these fuels came to be, how they are brought to the earth's surface, and how they are distributed for use. "The story of the origin of petroleum is interesting because it deals with events that happened hundreds of thousands

of years ago. . . . In those very distant times, animal life and plant life existed in the prehistoric seas by the millions and trillions. Mud and silt washed into these seas by prehistoric rivers covered the animal and plant forms. With the passage of many centuries the mud and silt became rock, and the animal and plant remains, imprisoned under great pressure, became oil."

Equally important with the machinery and the fuel is the driver. "Things An Automobile Driver Has To Know and Do" carries one's interest along through the next two chapters. How to set this intricate machinery in motion, how to stop it and manipulate it at different speeds, and what kinds of tests a driver must pass, as well as what to do to care for an automobile are told simply and clearly.

The history of our highways is traced from the first "roads" made by the buffalo, moose, and deer who, like man, had to move from place to place in search of food and protection. The roads cut through the woods by pioneers going west, the development of the famous "turnpikes" along with the parallel development of means of transportation and modern ways of road building make a fascinating story of adventure and accomplishment.

Perhaps the most useful chapter for social

science work in the classroom is the one telling how highways and automobiles help us today. "They make it possible for us to have the things we need and to go where we want to go. Automobiles are our personal servants for they give us the means of going about from place to place on business or pleasure; they are our trade and industrial servants for they bring us foods and materials we could not otherwise have; they are our community servants for they afford us protection and safety; they are our group servants for they make it possible for groups of people to travel together more cheaply. As a result of making automobiles and good roads our servants, we have many more things than we ordinarily could have; we can go many more places and have many different kinds of pleasures, and we can feel safer because protection and help are quickly available.

Concluding *Highway Transportation* is a suggested list of things to do in developing this transportation unit—excursions, handwork, and correlation with other school activities. A short annotated bibliography will be of value to the teacher for further reading. The many clever illustrations can be used directly with the children in interesting them in the story of how roads and motor vehicles grew up together. A free copy may be obtained from A.C.E. Headquarters.

National Association for Nursery Education Sixth Biennial Conference

OCTOBER 31, NOVEMBER 1, 2, 1935
STATLER HOTEL, ST. LOUIS, MISSOURI

Speakers for special courses: William Blatz, Grace Langdon, Mary Murphy, Josephine Foster, Barbara Greenwood, Winifred Harley, Katherine Byrne, Alice G. Thorne.

Chairman of discussion groups: Teacher Training—Emma Johnson; Nursery School Curriculum—Miriam Brubaker; Integrating Nursery School and Public Education—Rose H. Alschuler; Research in Child Development—Mrs. John A. Bell.

How One First Grade Developed Reading Readiness

MILDRED THURSTON

I HAD the very good fortune to go to first grade with a group of twenty-eight children whom I had had for two years in kindergarten. Consequently, there was no teacher-pupil adjustment to be made and the first day of school was a happy get-together after the summer vacation.

All the children were six years old, but many of them were not ready to begin reading, so the first-grade program was practically identical with that of the kindergarten. When the children arrived the first day of school, clay, wood, paper, crayons, easel, dolls, etc., were arranged about the room. All the materials were used as the children wished. At the end of the activity period we came together and related vacation experiences. Finally, we began to discuss our room, its materials and equipment, its care and how to make it attractive. A blue and white gingham horse which had attracted attention during the activity period was brought over to the group. We talked about him for awhile and decided to name him "Tony." Then I asked, "If Tony should go away, how could we remember him?"

Immediately came the answer, "Make a picture of him."

Everyone drew Tony. Jane's picture was chosen as the best. We tacked it to a piece of oak tag board and immediately upon seeing the space below the picture, the children suggested writing a story. It consisted of four very short, simple sentences about Tony, but since it was the children's own story, they readily memorized the sentences. Thus chart reading began very naturally.

The second day's procedure was the same

Regardless of the pros and cons as to when reading should be taught, Miss Thurston, formerly a teacher in Hartford, Connecticut, and now with the Dalton Schools, New York City, tells how her first-graders developed readiness for reading, and read.

as the first. Instead of Tony as the center of attention we talked about a new doll. Mary suggested that we draw a picture of her and write a story as we had done for Tony. This story or chart about the doll brought forth discussion of the needs of the doll: bed, clothing, table and chairs. This led to handwork in making these things. The sentences in the story about the doll were very simple but composed of commonly used words. In this manner the children were building a reading vocabulary based on their common interests.

Material for the next chart resulted from the visit of a horse-chestnut man. Other charts were written about a rabbit and a turtle which were seen on an excursion, a rainy day, and some autumn leaves. Most of the children were reading these charts from memory but had not yet become word conscious. We were making about three charts each week. Very often, now, groups of children would gather around the charts and read them to each other. Others were seen around the book table, looking at pictures and pointing out words.

An interest carried over from kindergarten was renewed about the third week of school. Since tobacco was very familiar to them, the children insisted that we grow it in our garden. Now the tobacco in our kindergarten

garden was ready to be cut and cured. An eighth grade boy who had had experience in the tobacco fields came to our room and helped us to make plans for the tobacco shed.

In the time not needed for building the shed, we worked on our charts, talked about the seasons of the year, the fall fruits, and made jelly.

The question arose as to what we should do with our jelly, and after many sugges-

Often some of the children could be seen reading the charts during the time when we had free choice of materials. Others were attempting to make books of the reading charts by printing them with the hand press.

During this time the tobacco had been curing and its uses had been discussed. Our principal came to the room and smoked some of the tobacco in his pipe, much to the delight of the children.



It is much more fun to read charts one has made herself

tions, it was decided to have an Atlantic and Pacific store in which we could sell it. The construction of the store made the reading of signs and price tags very necessary, so number work became a new interest.

Interest in the days of the week and the dates brought about the making of a bulletin board on which was posted the names of children responsible for taking attendance, feeding the goldfish and turtle, and keeping the calendar. This gave another reading experience.

There had been no definite reading period up to this time, and no division into groups.

Since there was not enough tobacco to sell for smoking purposes, we decided to crush it and put it into moth bags to sell in the store. Signs advertising tobacco bags as preventive for moths were made and hung in the store.

Decided reading interests were now quite noticeable and the need for groups became evident. Such names as Humpty-Dumpty, dogs, rabbits, and turtles were suggested by the children. I chose the members of each group, attempting to place those of like ability together. Activity proceeded as before and I continued reading many stories to each group. The most advanced group was becom-

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ing decidedly phrase and word conscious. After a few days some misfits were noticeable in each group so we chose new group names and shifted the groups about so that the children were not aware of ability grouping.

The Atlantic and Pacific store was progressing nicely. Jelly, tobacco bags, candy, and muffins were sold and with the proceeds we bought a canary. Some men from the CCC camp brought us many different kinds of wire and wood and helped us make a bird-cage. Later came a mate for the bird and then the eggs. All these experiences provided a wealth of chart reading material.

After ten weeks of reading stimulation through charts and stories, the most advanced group was reading in pre-primers, the second group had become phrase and word conscious, the third group was contented to read charts from memory, and the fourth group was showing very little reading interest. The habits of the children who were reading were becoming established and now

they needed plenty of practice and continued reading stimulation.

Along with the reading developed an interest in transportation. Litters, sedan chairs and trains were made. We were flooded with material for experience reading. Every day the entire group was given the same opportunity for practice reading. At the same time we had definite reading groups and at the end of the ninth month of school, the most advanced group had read three pre-primers, seven primers, and three first readers. The second group had read the same amount as the first group, excepting the first readers. The third group had read three pre-primers and three primers. The fourth group had read three pre-primers and were still doing chart reading. Thus gradually through learning to read about things of interest in their immediate environment a whole new world of other reading experiences was opened up for these children, and reading as a skill was definitely begun.

Children and the Social Security Act

(Continued from page 56)

the protection and care of homeless, dependent, and neglected children and children in danger of becoming delinquent. The funds are to be used for the payment of part of the cost of district, county, or other local child-welfare services in predominantly rural areas and for developing State services for the encouragement and assistance of adequate methods of community child-welfare organization. The administration of this part of the Act will be under a Child Welfare Division of the Children's Bureau, headed by a social worker and receiving general supervision from the Chief of the Children's Bureau.



The House Ways and Means Committee, in its report on the bill, emphasized the remedial aspects of the measure when it said:

With so many children now growing up under abnormal conditions involved in relief and the

many hardships created through the depression, it is imperative that everything possible be done to offset the demoralizing and deteriorating effects of the great disaster that has befallen the country.

The Senate Finance Committee emphasized the protective and preventive aspects of this new and far-reaching legislation:

The heart of any program for social security must be the child. All parts of the Social Security Act are in a very real sense measures for the security of children. . . . In addition, however, there is great need for special safeguards for many underprivileged children.

President Roosevelt has described it as "at once a measure of prevention and a measure of alleviation." From both points of view the Social Security Act constitutes the most important permanent Federal child-welfare legislation enacted up to this time in the United States.



News... FROM HEADQUARTERS

By MARY E. LEEPER

ANOTHER YEAR

On the first of September the A.C.E. entered its forty-fourth year of existence. When it was organized as the International Kindergarten Union in 1892, there were thirty-three charter members and no branches. Today the Association has 3,699 contributing and life members, 232 Branches that report a local membership of 19,000, and 5,935 subscribers to the Association magazine, *CHILDHOOD EDUCATION*.

Records of development are useful not for purposes of boasting but as foundations upon which to build, so here's to a new and better year.

THE A.C.E. CONVENTION IN 1935

One thousand seven hundred and thirty A.C.E. members attended the annual meeting of the Association held in Swampscott, Massachusetts, last June. They came from 36 states, the District of Columbia, Puerto Rico, Hungary, Italy and England.

This fall many A.C.E. Branches will hear reports of the convention from their delegates. Readers will recall that summaries of some of the discussions were given in the October issue. Additional ones are given in this number.

New England hostesses, under the general chairmanship of Sarah A. Marble of Worcester, demonstrated how efficiently and graciously an entire section could entertain such a large convention. It is already rumored that other regions will follow the example of New England and that the A.C.E. Branches in the section will unite in extending convention invitations to the Association.

CONTRIBUTING MEMBERS FOR 1935-1936

A.C.E. members will be interested in hearing about the pleasant things in store for them during the coming year. Contributing and life mem-

bers and the president and secretary of each Branch Association will receive the 1935 Yearbook in October, in December a bulletin on science and the young child, and in February a bulletin on music and the young child.

Teachers wishing to receive these publications promptly and without cost should give immediate attention to membership renewal notices.

Subscribers who are *not* contributing members but who wish to receive these bulletins may either become contributing members or purchase the bulletins from A.C.E. Headquarters in Washington, D.C.

A.C.E. AND INTERNATIONAL CONFERENCES

The Executive Secretary was absent from Headquarters for seven weeks during the summer enjoying a happy combination of work and play. July 15 through July 19 was spent in Geneva attending, as one of the six representatives of the United States, the Fourth International Conference on Public Instruction. It was a thrilling experience to meet the educational representatives of forty other nations and to hear the reports and discussions.

The first three days of August were spent in Brussels as a representative of the United States at the Fifth International Conference on the Education of the Family. This conference, held under the patronage of the Belgian Government, was attended by parents, teachers and social workers from many countries. "Character Training" was the general discussion theme.

From August 10 through the seventeenth the Secretary attended the meeting of the World Federation of Education Associations in Oxford as the delegate of the National Education Association and the official representative of the Association for Childhood Education. Reports given at the sessions of the Kindergarten-Pre-school Section of the Federation provided an

excellent opportunity to learn more about the educational opportunities for young children in different countries.

NEW A.C.E. BRANCHES

Even before the new fiscal year of the Association opened on September first, five new Branches had paid dues for the coming year, had program plans well under way and were looking forward to the year's work with enthusiasm. These Branches are:

North Carolina Association for Childhood Education.

Emergency Nursery School Association for Childhood Education, Raleigh, North Carolina.

Greensboro Association for Childhood Education, Greensboro, North Carolina.

Arecibo Association for Childhood Education, Arecibo, Puerto Rico.

Rio Piedras Association for Childhood Education, Rio Piedras, Puerto Rico.

A.C.E. Branch Exchange FOR OCTOBER

The *Branch Exchange* is mailed to the President and Secretary of each State Association and Local Branch four times each year. The October issue contains program suggestions, publicity suggestions and news of the activities of Branches.

If teachers in your community, county or state are interested in organizing an A.C.E. Branch, write to A.C.E. Headquarters, 1201 Sixteenth Street, N.W., Washington, D.C., for a copy of the *Branch Exchange*.

Summaries of Swampscott Study Classes Continued from October Issue

Acquainting the Community with its Schools

Leader: Agnes Adams

Reporter: Laura Hooper

Questions raised by the guest speakers, Superintendent Nicholas Moseley of Meriden, Connecticut, and Miss Lucy Gage of Peabody College, Nashville, Tennessee, formed the basis for discussion on the following issues:

1. How shall we release the teacher to make the unique contribution to teaching and to community living which will make her not only desirable but a desired community member?

2. How may the schools use the community in developing their educational plans?

3. What are the various means which may be used in acquainting the community with its schools?

It was the decision of the group that only as teachers can and will take their places as leaders in school and community life will the schools be called on for leadership. The responsibility for developing teachers who can make a real contribution to community living lies in part with the training school, in part with the school which employs her as a teacher, and also with the attitude of the community in which she works. A broad background of experience, freedom of expression, opportunities for the development of individual interests and many opportunities for free discussion are necessary if we are to develop leaders in our schools. The need for the teacher to have a home where she can have her "household gods" about her was stressed.

The use of the community in the development of school interests was considered as another vital avenue of approach to the community. Excursions to places of interest, visits to homes, and inviting parents to participate in school activities were suggested. Through sharing experiences the community comes in a natural way to know its schools.

Methods reported by different class members for acquainting the community with its schools were:

1. Glencoe, Illinois—A school evening for parents and teachers in which the work and goals of the grade were portrayed through panel discussion by the several teachers of that grade, special teachers, supervisors and the superintendent. Questions raised by the parents were discussed from the floor.

2. "Go to school" evenings in which parents participated briefly in all the activities of the school day which their children experienced. This served to acquaint them with the program, the rooms and the various teachers.

3. Winnetka, Illinois—Bulletins edited by parents explaining the various phases of the school organization and suggesting activities for parents. Exhibits sponsored by the parents for children centering around such interests as science, Indian life, or life in other lands.

4. Salem, Massachusetts—The program for the mothers' club, including all phases of child development, planned with the specific purpose of helping parents to better understand their own children and in so doing to better understand what the school is doing for children.

5. Grand Rapids, Michigan—Window space given by department stores for school exhibits with children carrying on the activities of weaving, wood working, etc., thus demonstrating what the schools were attempting to teach.

6. Chicago, Illinois—Colleges called upon by department stores to prepare exhibits on the values and uses of toys, and on the changes and progress in kindergarten and nursery school equipment and program.

Millicent Taylor, Educational Editor of the *Christian Science Monitor*, spoke to the class and urged the purpose of educational publicity as a means of acquainting the public with the school and its objectives, of interpreting the ideas of education which it sponsored rather than as a means of getting the school name before the public. Stress was placed upon the desire to give in publicity, upon publicity as a channel and never an end in itself. Human interest stories, interpreting some idea the school is stressing, told vitally and simply with an absence of the encyclopedic, are in greatest demand. Schools should have publicity representatives who know the kind of news to give.

Relating Music to the Young Child's Life

Leader: Helen Christianson

Reporter: Alice G. Thorne

Three outstanding points of interest were:

1. An exhibit of music material consisting of song books loaned by a nearby public library and some new Scotch folk material of great musical charm and simplicity.

a. Moving pictures of children's rhythmic activities in nursery, kindergarten and first grade showing how music experiences are connected with children's interests

b. The playing of music material by a violinist and pianist

c. A demonstration of the spontaneous songs of five-year-old children who gave the actual songs and their sources.

d. A demonstration of the use of musical instruments. There is a tendency away from the use of percussion instruments by large numbers of children playing together because the total effect is often extremely loud and unmusical, there is little opportunity for musical development since a child's performance is often imitation on a very low level, and other music experiences are more valuable. Individual experimentation with musical instruments with careful guidance is a more developmental type of experience.

2. A discussion of the following:

a. The relationship of the supervisor of music to the classroom teacher, the group feeling that the purpose for which music exists—to provide enjoyment and richer living—was often defeated by formality, lack of understanding of children, and insistence on skill by the music supervisor.

b. The place of the teacher in stimulating spontaneity and a personal use of music at any time during the school day through the use of well chosen music materials, through the utilization of children's interests, and the need for a teacher who likes music herself.

3. An expressed need for:

a. A fuller understanding of the way interest in music begins to manifest itself in the child

b. The development of ability on the part of the teacher to use present interests as a starting point for further development—to see the "end in the beginnings."

c. Music records as a basis for understanding and helping children.

Evaluating Emergency Nursery Schools

Leader: Abigail Eliot

Reporter: Amy Hostler

1,900 emergency nursery schools have been established, employing 7,000 teachers and caring for 50,000 children. Discussion centered about three topics: what constitutes adequate physical care; what plants and equipment are being used; what is the teacher's job and preparation for it.

Conclusions arrived at by the class included:

1. Emergency nursery schools are increasing the general knowledge of nursery schools and child development.

2. The physical service rendered children has been one which tends to give them physical adequacy and thus fit them to more easily attack other learnings.

3. Teachers in emergency nursery schools who may or may not have dealt with young children before are acquiring a new conception and knowledge of the young child as an individual.

4. An increasing understanding is being shown on the part of public officials and civic and social groups.

5. The tremendous amount of incidental and direct parent education being done in the emergency nursery schools and through them is probably one of the most important outcomes of the whole project. Through them the actual handling and understanding of child behavior is being changed and broadened, and communities are in turn being given some conception of the need of this early training.

Surveying Early Childhood Education in the Modern School

Leader: Julia Hahn

Reporter: Mary Hoyberger

Discussions centered about two topics: 1. The aim of the modern school—integration of personality. 2. How the modern school may bring this integration about. Burnham's *The Whole-some Personality* formed the basis for discussion of the first topic.

The place of the curriculum in helping to bring about integration was discussed from the standpoint of activity programs, their advantages and disadvantages, the inadvisability of using units worked out by another teacher, and ways of planning activity programs. The particular problem of kindergarten and first grade coordination was also discussed.

Reading readiness was the topic for discussion at the final meeting. Three reasons for lack of reading readiness were pointed out: mental retardation, language difficulties and meager experiences.

Training Teachers to Meet Modern Problems

Leader: Grace Langdon

Reporter: Natalie Haskins

Teacher-training as it is done today does not work in the classroom. Suggestions as to what can be done about it are:

1. The same educational philosophy which teachers accept as basic for their work with children should be fundamental to the planning of pre-service training for teachers. As the teacher of young children must first know her pupils in terms of each individual's capacity for growth, personal needs, special abilities and interests, present level of development, and personality, so should teacher-training be based on the study and analysis of students as individuals.

2. As we encourage children to participate in planning their own activities, so should students have a part in planning a course of study based on their own real needs.

3. The same educational philosophy should be employed by administrators in determining need for in-service training.

4. In both pre-service and in-service training an effort should be made to give students a greater opportunity to experience many phases of community living.

Suggestions for changes within teacher-training institutions are:

1. Center work around training school as a laboratory.

2. Give students greater opportunity to *know* children.

3. Teachers of theory should keep in close contact with children so that theory and practice can be closely connected.

4. Send students into the field more often to study the community resources, the institutions, and their functions.

5. More all-round development of students' hobbies.

How to meet the needs of in-service teachers:

1. Extension courses developed into non-professional forms—more cultural in nature.

2. Sympathetic supervision of new teachers out in the field.

Surveying Later Childhood Education in the Modern School

Leader: Beryl Parker

Reporter: Helen Piper

Discussion centered around three points:

1. Examination of psychological evidence showing the appearance between the ages of

eight and twelve of vigorous child societies in which group control exemplifies certain ideals of democracy.

2. Members' descriptions of trips, plays, library council, clubs, budget management and community relations which utilize the social drives of older children in ways that give emotional satisfaction, that advance learning through insight, and build qualities needed for life in a complex modern world.

3. The responsibility of the school for taking active part in the reconstruction of society. The group concluded that the teacher's most effective service is to guide children of the middle grades in solving the social problems which directly concern them. This leads inevitably to the whole range of difficulties troubling our world today.

Three needs in later childhood education were also discussed: the need for more facts concerning the development of children eight to twelve; the need for aid through organizations and publications; and the need for better training of teachers.

An excellent book collection was loaned by the Lynn Public Library and the Children's Bookshop of Boston. An exhibit of pupils' work was prepared by the Lynn schools and explained by Lynn teachers. The recently published volume of Lynn history was of particular interest.

Copies of *The Social Frontier* presenting critical articles on the place of the school in social reconstruction and Dr. Kilpatrick's "Inclusiveness and Continuity in Educational Progress" from the June issue of CHILDHOOD EDUCATION summarized the points of view reached in the discussions.

Studying Parent Education in its Relation to the Child and the Community

Leader: Mae E. Peabody

Reporter: Ella Ruth Boyce

A. Parents' needs as indicated by their questions to teachers fell into three categories:

1. Having to do with the child—the need on the part of parents to know more of the elementary principles of child development and adequate preventive methods of behavior difficulties.

2. Having to do with the parent—the need on the part of parents to develop independence of thinking; the need of security; the need to

emphasize the joys of parenthood; the need of understanding oneself and one's relationships to others.

3. Having to do with the community—the need to know modern methods of education; the need to create standards of conduct and of thinking that are more valuable socially.

B. How teachers can become leaders of parent groups:

1. By beginning with the interests of the parents.

2. By setting the parents free to lead themselves and work together.

a. By beginning with a few to leaven the whole.

b. By interpreting the experiences of her group members.

c. By being a learner with her group.

d. By properly emotionalizing her group rather than by intellectualizing.

e. By attempting to understand human behavior in relation to herself and to others.

Causes of failures of teachers to become leaders of parent groups are due to their authoritative manner, an academic approach, feelings of superiority, lack of confidence due to little experience, and personality difficulties.

Remaking the Curriculum for the Modern Schools

Leader: Laura Zirbes

Using *Curriculum Trends*, the recent A.C.E. bulletin of which she is the author, Miss Zirbes spoke of curriculum as a challenge as well as a force, pointed out the necessity for a group such as the Association for Childhood Education to define and analyze these forces and changes. "We must plan to develop social responsibility, to teach children how to live together cooperatively, substitute cooperation for competition. In the new curriculum there should be room for attitude building tuned into the right age of the child."

Miss Zirbes stated that the new education is a composite of kindergarten principles moved up to the level of the grades. The new curriculum should offer occasion for the pupil to discover himself. Projects should emphasize group participation and healthy mental and emotional atti-

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tudes rather than skills. The new conception of learning as incorporated in the changing curriculum is a process of planning, doing and thinking instead of memorizing; of simplifying, waiting, and looking for the carry-over in teaching any subject, thus keeping in tune with the progress of the young child's organic maturing; of eliminating meaningless processes and relating all that the child sees and does out of school to all he is taught in the classroom.

Some of the most outstanding changes in the past years were summarized by Miss Zirbes: Time schedules are being considered in the light of the child's health and interests; teacher-planning involves pupil groups rather than plan

books; construction and art materials have been moved up from kindergarten to the fifth grade and beyond; tests are less formal and have profile objectives instead of a check for mass standards; pupils often plan their own tests. The physical make-up of schoolrooms is changed; individual art work replaces a repetition of patterned design, fixed furniture occupies a minimum of space. A library corner makes possible the use of reference books, pictures, and magazines to supplement text books and projects.

The importance of the National Committee for Curriculum Revision was referred to and teachers were asked to follow its progress as an aid to solving their own classroom problems.

News Notes

DR. MANWELL RESIGNS

The Executive Board of the A.C.E. deeply regrets the resignation of Dr. Elizabeth Moore Manwell from the Board of Editors. Dr. Manwell has edited "Research Abstracts" for five years. Her choice of material, careful analysis and interpretation have made "Research Abstracts" an outstanding contribution not only to **Childhood Education**, but to all educational literature.

Dr. Manwell's successor will be announced in December.

PROGRESSIVE EDUCATION MOVES TO N.Y.C.

The Progressive Education Association has moved its national headquarters from Washington to 310 West 90th Street, New York City. The Executive Board says that the move to New York City will enable the Association to serve three to four times as many members as were reached in Washington.

The Association for Childhood Education sends best wishes.

N.E.A. RESOLUTION

Among the resolutions passed by the N.E.A. at the Denver meeting in July is one of particular interest to teachers of young children. In brief: "In view of the decreased offering of kindergarten training, and reduced efficiency of primary instruction in great numbers of school systems, the N.E.A. urges as a necessary form

of federal aid to the schools provision throughout the nation for complete restoration and extension of kindergarten training and for adequate primary instruction in the hands of adequately trained kindergarten and primary teachers."

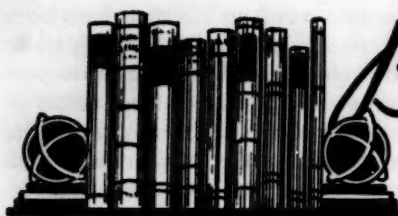
NATIONAL GEOGRAPHIC BULLETINS

The National Geographic Society of Washington, D.C., announces the publication of its illustrated Geographic News Bulletins. These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They give timely information about boundary changes, exploration, geographic developments, new industries, costumes and customs, and world progress in other lands. Teachers may order bulletins in quantities for class use to be sent to one address, twenty-five cents for each subscription.

BOOK WEEK

"Reading for Fun" is to be the theme of the 1935 Book Week, November 17th to 23rd. Children who have already discovered books that absorb and delight them will share their joy in reading with others who have not yet found out how much sheer fun it is to read.

A new poster and leaflet of suggestions for Book Week exhibits and programs may be obtained from the National Association of Book Publishers, 347 Fifth Avenue, New York City, for twenty-five cents.



Book... REVIEWS

Editor, ALICE TEMPLE

The School for the Child from Two to Eight. By Ilse Forest. Boston: Ginn and Company, 1935. Pp. ix + 286. \$1.80

Here is a book intended primarily as "an introduction to the study of lower school methods and curricula for students of early education." (p. v) Some of the material of Miss Forest's earlier book, "Preschool Education. A Historical and Critical Study," has been incorporated in this one. Particularly is this true of the first three chapters, each of which gives an account of the development in the United States of one of the three divisions of the school for young children—the kindergarten, the primary school, and the nursery school. Chapter I, for example, presents a picture of the practices characteristic of the kindergarten in different parts of the country during the first thirty years of its existence; then carries the reader through the struggle between the conservative and radical groups in the field to the emancipated kindergarten of today, now recognized as an integral part of the modern primary school.

These three chapters are followed immediately by one in which the author stresses the great importance of more thorough-going and genuine integration of the three divisions, emphasizing the need for a progressively enriched curriculum and avoidance of sameness in activities which too commonly exist in these grades.

The remaining twelve chapters treat the years two to eight as one period and refer to the school for this period as the lower school. In the chapter, "Methods and the New Curriculum," the project method is discussed at some length. The author regards the project method and the activity curriculum as identical in their fundamental principles. Units of work are given their share of attention. One is glad to read here such sensible statements as the following: "In the opinion of the present writer, teachers—especially the less experienced teachers—need to

plan units rather definitely in advance." (p. 102) And again: "High sounding objectives or outcomes should be avoided. . . . In stating outcomes, especially, it is better to confine oneself to objective evidence rather than pious hopes. For instance, 'Mary had no idea of taking turns when the work began; at the end of the unit she was showing better cooperation by waiting for the hammer until another child had finished with it,' states a fact; 'Mary is much better adjusted socially' conveys a slight possibility." (p. 103)

Like other books dealing with the subject there is discussion of the daily program, housing and equipment, tests and measurements, and records and reports. With one important omission all the phases of the nursery-kindergarten-primary curriculum are discussed. It is difficult to understand, in this day and age, why the author has not given special consideration to social science, as she has to physical science and nature study. To assume that this important subject will be adequately taken care of through the units of work is not doing justice to it.

Most of the chapters are accompanied by rather comprehensive bibliographies. Some valuable references are omitted, however, such as the books of Walter Sargent in the chapter which deals with fine arts.

"The School for the Child from Two to Eight" is another useful book which will readily find a place as text or reference in courses for prospective lower school teachers.

Literature and the Child. By Blanche E. Weekes. New York: Silver, Burdett and Company, 1935. Pp. v + 456. \$2.16

A new book in the field of children's literature should be of special interest to our readers this year because of the series of articles on the subject appearing in current issues of *Childhood Education*.

Blanche E. Weekes, the author of this recent book, is Associate Professor of Elementary Education, University of Toledo. Of the contents of her book she says, "The problems chosen for discussion in the several chapters represent the interests of students, teachers, supervisors and parents who have come under the writer's guidance." (p. v) The list of chapter titles given below indicates the scope of this volume:

- I. The Nature and Purpose of Literature for Children
- II. Factors of Selection
- III. A Backward Glance into Literature for Children
- IV. The Story of Folklore and Fable
- V. Illustrations and Illustrators of Books for Children
- VI. The Child's First Literature
- VII. Those Who Write Poetry for Children
- VIII. Those Who Write Poetry for Children (continued)
- IX. The Question of Method
- X. Poetry in the Elementary School
- XI. Prose in the Elementary School
- XII. Creative Self-Expression

It is evident at once from this list that Chapters III to VIII are concerned with the material itself which children listen to or read for themselves, while the remaining chapters have to do with teaching method or guidance. Throughout the book the term literature is used in a broad sense to include matter that is "good and wholesome" as well as that of distinct literary quality. But the author's standards are as high in the former type of reading as in the latter. The two chapters devoted to poetry for children and those who write it are especially delightful and stimulating. It is as if the writer herself were unusually interested in and enthusiastic about this phase of her subject.

The material on method is helpful. The pages dealing with story telling, for example, are full of pertinent suggestions, and the treatment of memorization of poetry is decidedly to the point.

Two excellent features of the book are the annotated chapter references and the suggestions for study which follow these. Among the latter are some such intriguing invitations as, "Read Rose Fyleman's poems to find poems (a) that are a delightful mixture of fact and fancy; (b)

that have an air of whimsy about them; (c) that have a musical quality; (d) that have no relation to fairies or fairyland; (e) that are characterized by true poetic feelings." (p. 220) Again, "Read at least five of the Newbery Medal books. What are the characteristics of each which made it worthy of the award? Is there a common basis for making the award?" (p. 40)

A final feature which adds greatly to the general usefulness of this book is the fifty page appendix, "Books for Children." These books are arranged alphabetically under some twenty-six headings such as "Picture Books for Young Children," "Picture Story Books for Children of All Ages," "Modern Fairy Tales," "Books that Give Information," etc. There is of necessity some repetition of titles within so large a number of classifications, but the plan greatly facilitates the finding of the kind of book one may be looking for.

A. T.

BOOKS FOR CHILDREN

Reviewed by MAY HILL ARBUTHNOT

We Go to Nursery School. By William E. Blatz and Marjorie Poppleton. New York: William Morrow and Company, 1935. \$1

Billy. By Ruth Alexander. New York: The Macmillan Company, 1934. \$1.75

Of this year's crop of photograph books, "Billy" and "We Go to Nursery School" are perhaps the best ones. Billy shows the usual activities of a small boy: playing with a dog, a ball; playing Indian, cowboy; eating, bathing, going to school. Many of the photographs are beautiful, but the text, as usual with this type of book, is reduced to uninspired labels. The pictures in the book by Dr. Blatz and Miss Poppleton have, for the most part, avoided the confused backgrounds that make photographs so difficult for young children to decipher. The nursery school activities and routines are all represented and appropriately labelled.

Considering the limited appeal of these books, where a picture of a child washing her hands carries the text, "Now Mary is washing her hands," one cannot but feel that they are expensive indulgences. Could not similar activity pictures be gathered from advertisements, made into scrap books and satisfactorily labelled, at little or no expense?

The Susianna Winkle Book. *Poems and Pictures by Dorothy Mason Pierce. New York: E. P. Dutton Company, 1935. Pp. 173. \$2*

Children from three years old to six or seven are going to delight in these verses of Miss Pierce's which will carry them a step beyond Mother Goose into their own play world. Miss Pierce has a rare faculty for remembering what was significant to a young child. Whether it is "Squeaks" in new shoes, or "Carpenter Curls," or a "Rocking Chair Horse" her little verses have grace, a rollicking rhythm and genuinely childlike content. It is perhaps no accident that Miss Pierce draws adults only slightly taller than the dancing children of her illustrations. Miss Pierce herself has kept close to the child's mind and heart and this gay, gingham-covered book is bound to be a favorite in nursery schools, kindergartens and homes where little children beg, "Sing it again."

The Lost Leopard. *By Eleanor Frances Lattimore. New York: Harcourt, Brace and Company, 1935. \$2. Ages 4-8.*

A new book by Eleanor Lattimore is always a welcome event. "Little Pear" has attained such wide popularity that "The Lost Leopard" is bound to suffer by comparison. Five-year-old John who lost his plush leopard in Kensington Gardens, is not as captivating as Little Pear, but young children will enjoy his adventures nevertheless. John's deep satisfaction in being lost will be readily understood by many over-cared-for children. His adventures in the park are mild ones, but he has a thoroughly good time before the mystery of the man in the brown suit is solved and John, his family, and the plush leopard are happily reunited.

Sammy, the Baby Seal. *By Mabelle Halleck St. Clair. Illustrated by James MacDonald. New York: Harcourt, Brace and Company, 1935. \$1.25. Ages 6-8.*

Sally and Dick caught a baby seal, named it Sammy and tamed it successfully. Sammy became the most popular pet of the summer colony. He learned tricks with ease, enjoyed playing games and was touchingly affectionate and loyal, "a one-girl-seal." This charming little tale will make every child long for a pet seal. Grown-ups

who read the story to children will enjoy it as much as their young listeners.

The Steel Book. The Glass Book. *By William Clayton Pryor and Helen Sloman Pryor. New York: Harcourt, Brace and Company, 1935. \$1 each.*

Teachers who like "The Train Book" by the Pryors will welcome these two new books, one on steel and one on glass. The facts are interestingly presented in a simple narrative built around two children. The illustrations are photographs, not always as clear as one could wish, but for the most part, amplifying the facts effectively. These will be welcome additions to the primary child's informational books.

NOTES ON PUBLICATIONS RECEIVED

Food for the Young Child. *By Miriam E. Lowenberg. Ames, Iowa: Collegiate Press, 1934. Pp. 142. \$1.50*

Contains menus for a full year and one hundred fifty recipes which have been used with success for a number of years in the nursery school of Iowa State College.

Teaching Children's Literature. *By Ida W. Penney, Nancy Foster and Grace E. Mix. New York: Globe Book Company, 1934. Pp. xxii + 46.*

A brief syllabus for the use of students in a course in literature for children. It deals with most of the topics commonly included in such a course. The treatment of each topic includes a page or two of discussion, a list of questions to guide the student's study, and a selected bibliography with chapter references.

The Healthy Personality. *By Thomas D. Wood and Marion O. Lerrigo, Bloomington, Illinois: Public School Publishing Company, 1935. Pp. 40.*

A reprint of Chapter I of Book II entitled, "Teaching How to Live Well," by Wood and Lerrigo. Includes a scale which suggests objectives suitable for children who have completed the first three years in school and a helpful outline for analyzing problems of personality adjustment in the classroom.

Editor, ELLA RUTH BOYCE



Among THE MAGAZINES

School and Society for September 14th has an article by J. Stanley Gray of the University of Pittsburgh on "What Sort of Education Is Required for Democratic Citizenship?" "We have been teaching people *what* to think—a type of education appropriate only for citizenship in an autocracy," while in a democracy problem-solving is an essential part of living, and training people how to solve problems should be the chief aim of its education. He analyzes the nature of problem-solving, discussing it under six headings as follows: Sensitivity to problems, knowledge of problem conditions, suggested solution or hypothesis, subjective evaluation, objective test, and conclusion or generalization.

Quoting from the conclusion: "The educative process does not end with the solution of a problem. The next step is to discover the general principles involved so that solution of subsequent problems will be less difficult. Education can stimulate the child to learn something from each problem solved and to discover relationships between problems. It can create an environment which will foster intellectual interest as well as pragmatic interest."

Granting that the method of education in America should be the problem-solving method, since that is surely the best preparation for an adult life of problem-solving, the function of the teacher is changed entirely. "No longer is she a dictator and judge of the child's living procedure. No longer does she warp personalities to fit her own preconceived notion of the 'good, the true, and the beautiful.' Instead, the teacher becomes a counseling expert who understands that the child learns to do by doing; that the school must be fitted to the child and not the child to the school; that school procedure must be 'pupil purposed, pupil planned, pupil executed and pupil judged' if it is to have optimum educative effect. She must see herself

as a teacher of the problem-solving process rather than a teacher of solutions."

In answer to the question, What problems should be solved in school? Dr. Gray replies, "It is important that the problems solved involve those basic principles which are also involved in problems which later will be solved in adult life. School problems should be related to adult problems through the basic principles involved."

In conclusion, "The major concern of education should be to teach pupils *how* to think. As long as democracy is our form of government, educators must concern themselves with the methods of thinking rather than with conclusions arrived at. They must satisfy themselves with the role of counselors and advisers in the process of thinking, instead of masters and dominators of thought."

In this same issue of *School and Society* under the attractive title, "Willingly To School," Lester K. Ade, newly appointed State Superintendent of Public Instruction in Pennsylvania, tells why most of this state's two million school children are glad to be there. This reversal of the usual belief is due, he thinks, to a number of causes: buildings and grounds are more attractive; teachers are better prepared; administration is more effective; libraries and books are improved; children's interests and needs are considered; success is encouraged; there is greater cooperation with the home; school programs are revised—all these he feels help to make the child feel that "school is an opportunity, not an unpleasant task."

Harpers for September begins a series of articles on "Hiram Stevens Maxim: Parent. A Great Inventor At Home." These articles are written by his son and while the incidents described are so vivid as to carry interest, the special charm of the son's memories is set forth

in the foreword of the editors who quote him as follows: "It would be unfortunate if the atmosphere of my father's house were not recorded and made available; for I am persuaded that the examples of clever invention, amazing audacity, extraordinary humor, and passionate persistence of purpose (and heaven-born patience on the part of my mother) may be of value to posterity."

Pearl Buck asks, "Where Are the Young Rebels?" in September *Harpers*. She deplores what she calls an American tendency "to sacrifice ourselves to our children, to give them a better chance than we ourselves had, to hope by so doing we will give them more happiness than we have had or that they will make the world better than we have been able to do." She feels that in all our striving to give them everything "we have not given them the greatest advantage of all. We have not made them see what life really is, for we have not made them share it with us as they grew. . . . For the keenest weapon of all, the only valuable weapon, a parent can give a child is knowledge, not mere knowledge in schools, which is a fairly useless thing except as an occupation for childhood, but knowledge of life.—Early to know, early to choose, early to struggle toward a determined individual and achievement—this is to equip our children with armor for body and soul."

In the *A.V.A. Journal and News Bulletin* for September, Esther R. McGinniss, Professor of Child Development at the Institute of Child Welfare at the University of Minnesota, writes on "Understanding Human Behavior." She points out that human behavior has been considered so complex and bewildering that we have not really tried to understand it. Instead, it has been ignored. "We generalize about attitudes as though all personalities reached their ideal expression in the same way." In illustration she cites the popular belief that homemaking is the ideal outlet for all women though "the facts are otherwise." Again, "The current opinion that having a child gives the woman the necessary emotional attitudes and understanding so that she is a suitable mother for that child is another example." And as a third, "The Ameri-

can slogan that success depends upon effort."

She speaks of the great mass of evidence that psychologists and psychiatrists are finding which shows children are being definitely harmed by being treated as "though they were little regiments of automatons." Of special interest to those who deal with preschool children is her statement: "And the first experiences and environment seem to be more determining than those which are added later."

The rest of the article is devoted to a discussion of how the schools can give the training which she thinks is implied as essential in the recognition of these facts, namely: to understand the processes of growth and development in children. Practical suggestions are made and some of the difficulties which will be met are listed.

Of all teachers she says, "A thorough understanding of what makes for good mental health in one's self and in others is an essential in the training of every teacher. This means more than just a course in mental hygiene taught from a textbook. It implies a thorough-going practice of these principles by all who are concerned with the student and the opportunities for personal help in adjustment wherever needed. The methods by which one frees one's self from conflicts and is able to help others free themselves are specific and their practice is an art. Freeing people from blame and guilt and a willingness to accept people and their characteristics without reforming them are parts of this atmosphere where mental health may flourish."

In *The Elementary School Journal* for September is a bibliography by Leo J. Brueckner of the University of Minnesota, "Selected References on Elementary School Instruction." These are classified under three headings: 1. Curriculum; 2. Methods of Teaching and Study; 3. Supervision. An introductory paragraph explains that "this bibliography includes selected publications in these three fields from April 1, 1934, to March 31, 1935. Foreign-language titles have not been included, nor have popular articles on these topics been cited unless they present facts not generally known or an original and challenging point of view." The bibliography is well selected and annotated.

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CHILD EDUCATION



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